DOCUMENT RESUME

ED 022 131 AC 002 672

By- Alexander-Frutschi, Marian Crites, Ed.

HUMAN RESOURCES AND ECONOMIC GROWTH, AN INTERNATIONAL ANNOTATED BIBLIOGRAPHY ON THE ROLE OF EDUCATION AND TRAINING IN ECONOMIC AND SOCIAL DEVELOPMENT.

Stanford Research Inst., Menlo Park, Calif.

Pub Date 63

Note- 413p.

EDRS Price MF-$1.75 HC-$16.60

Descriptors- *ANNOTATED BIBLIOGRAPHIES, *DEVELOPING NATIONS, *ECONOMIC DEVELOPMENT, EDUCATIONAL PLANNING, *HUMAN RESOURCES, MANPOWER DEVELOPMENT, *SOCIAL DEVELOPMENT, TRAINING

Identifiers- Africa, Asia, Canada, Europe, India, Japan, Latin America, Mexico, Middle East, Oceania, Soviet Union, United States

In this publication, one of a series dealing with economic and social development, references to the literature on human resource development have been organized under nine major subject headings: human resources in economic development, economics of human resources, manpower requirements, rational utilization of human resources, the strategies of educational planning, general education, special education, new educational techniques, and international education exchange. With 37 subtopics, experience in many areas can be compared. A tenth section on areas and countries contains works of a descriptive, rather than analytical, nature or literature dealing with largely indigenous phenomena. Only those United States and European references having some relevance to conditions in newly industrializing areas or containing ideas adaptable to such areas have been included. Special attention has been given to the educational efforts of Japan and Mexico and to the problems, and efforts to solve them, in India and Africa. An author and organization index is included and also a list of periodicals and publishers. (aj)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

HUMAN RESOURCES AND ECONOMIC GROWTH

AN INTERNATIONAL ANNOTATED BIBLIOGRAPHY

STANFORD RESEARCH INSTITUTE • MENLO PARK, CALIFORNIA

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY Geoffrey Steele
Stanford Res. Inst
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

ED022131

AC 002 672

HUMAN RESOURCES
AND
ECONOMIC GROWTH

An International Annotated Bibliography on the Role of Education and Training in Economic and Social Development

International Development Center
STANFORD RESEARCH INSTITUTE

HUMAN RESOURCES AND ECONOMIC GROWTH

An International Annotated Bibliography on the Role of Education and Training in Economic and Social Development

Edited by
MARIAN CRITES ALEXANDER-FRUTSCHI
International Economist

$3.50

STANFORD RESEARCH INSTITUTE
Menlo Park, California
1963

© 1963 by Stanford Research Institute
Menlo Park, California
All rights reserved • Printed in United States of America

STANFORD RESEARCH INSTITUTE provides scientific research services to business, industry, governments, foundations and individuals. Most of its research is carried out on a contract basis in wide areas of the physical and life sciences, engineering, economics and related social sciences. The professional and technical staff comprises about a thousand specialists.

Established in 1946 by the Trustees of Stanford University, the Institute is affiliated with the University, but operates as a separate, not-for-profit, corporation.

Among the purposes for which the Institute was founded are: "To promote and foster the application of science in the development of commerce, trade, and industry .... (for) the improvement of the general standard of living and the peace and prosperity of mankind."

THE INTERNATIONAL DEVELOPMENT CENTER, administratively a part of the Economic Development Division of Stanford Research Institute, was established in October 1957, originally as the International Industrial Development Center. The Center is the focal point for the Institute's concern with the problems of newly developing countries, with emphasis on the application of modern technologies to the development of human and material resources. Through a combination of research, publications, and practical assistance in the formulation of economic and social development programs, the Center seeks to contribute not only to the economic modernization of countries but also to the political stability, international amity, and human welfare of the world, for which economic development is a vital condition. The Center's programs are under the management of William S. Royce and the research leadership of Eugene Staley.

PUBLICATIONS OF THE
INTERNATIONAL DEVELOPMENT CENTER

ON SMALL INDUSTRY

Papers

Small Industry Development[1]
By Eugene Staley 1958 Pp 36 No charge
Rural Industrialization for Agricultural Development[1]
By William Bredo 1959 Pp 21 (Out of print)
Notes on Small Industry and Handicraft Development in Mainland China 1952-195
1958 Pp 55 (Out of print)
A Means of Assisting Small Mining Operations in Underdeveloped Countries[1]
By George V. Mueller Pp 12 (Out of print)
Aiding Small Industry Through Government Purchases[1]
by Kennard Weddell 1960 Pp 51 $3.00
Small Industry in Economic Development of Contemporary Countries[1]
By Stanislaw Wloszczowski 1960 Pp 61 No charge
Development of Small Industry Programmes[1]
by Eugene Staley Organisation for Economic Cooperation and Development
1961 Pp 51 No charge

Books

Small Industry Development Organizations - A Worldwide Directory[2]
Donald R. Liggett, comp. 1959 Pp 137 $10.00
Small Industry Advisory Services - An International Study[2]
By Joseph E. Stepanek 1960 Pp 193 (out of print)
Industrial Entrepreneurship in Madras State, India[3]
By James J. Berna 1960 Pp 240 $6.50 Rs. 18.00
Industrial Estates - Tool for Industrialization
By William Bredo 1960 Pp 240 $6.00[2] Rs. 15.50[3]
Small Industry - An International Annotated Bibliography[2]
M.C. Alexander-Frutschi, comp. 1960 Pp 218 (out of print)
Managers for Small Industry - An International Study
By Joseph E. Stepanek 1960 Pp 245 $6.00[2] Rs. 15.00[3]
Economic Research for Small Industry Development: Illustrated by India's Experience[3]
By S. Nanjundan, H.E. Robison and E. Staley 1962 Rs. 18.00 35s. $7.75[1]
Communicating Industrial Ideas: An International Handbook for Industrial Extension[1] By Jean Marie Ackermann 1962 Pp 164 $6.00
Financing the Development of Small Industry
By Robert W. Davenport In preparation
Modern Small Industry for Newly Industrializing Countries
By Eugene Staley and Richard Morse In preparation

ON POLICY ISSUES

The Foreign Deficit of the United States: Causes and Issues[1]
By William B. Dale 1960 $3.00

Significant Issues in Economic Aid to Newly Developing Countries[1]
By F. Turner, E. Prentice, G. Benveniste, W. Moran and S. Lea 1960 (out of print)

Common Markets and Free Trade Areas: Problems and Issues for the United States[1]
By P. Erdman, G. Benveniste, E. Prentice, and W. Dale 1960 (out of print)

Handbook of African Economic Development[4]
By Guy Benveniste and William E. Moran, Jr. 1962 Pp 178 $5.50

Scientific Research and Progress in Newly Developing Countries[1]
By Eugene Staley and David C. Fulton 1961 Pp 42 $3.00

ON INTERNATIONAL INVESTMENT

Brazil/Factors Affecting Foreign Investment[1]
By William B. Dale 1958 Pp 75 $5.00

Private United States Venture Capital for Investment in Newly Developing Countries[1]
By William B. Dale and Richard N. Bale 1958 Pp 29 (out of print)

International Private Investment: A Guide to Prospectus Preparation[1]
By Harry J. Robinson 1960 Pp 22 $3.00 Also available in Spanish

The Motivation and Flow of Private Foreign Investment[1]
By Harry J. Robinson 1961 Pp 96 $5.00

ON HUMAN RESOURCES DEVELOPMENT

Toward Strategies of Education[1]
By William J Platt 1961 Pp 37 $3.00

[1] International Development Center, Stanford Research Institute, Menlo Park, California, U.S.A.

[2] The Free Press, 60 Fifth Avenue, New York 11

[3] Asia Publishing House: Bombay, India; or 447 Strand, London W.C. 2; or 119 West 57 Street, New York 19

[4] Fred. A. Praeger, 64 University Place, New York 3

FOREWORD

This publication is one of a series dealing with economic and social development. It was undertaken at the International Development Center of Stanford Research Institute in cooperation with Stanford University's School of Education. Other publications in the series are listed elsewhere.

Investments in people, as distinguished from those made in physical capital, are of growing interest to students of economic and social development. Investments in human beings may take the form of education, training, health improvements, and all of the other means of liberating or enhancing talents, proficiencies and skills. We know now that these investments account for much more than a small residual effect upon productivity increases. Indeed, evidence of the ultimate effect of these investments upon human progress has been in the record throughout history. Only recently, however, has research by economists, educators, and other social scientists begun to illuminate more clearly the relationships between development and education, used in its broadest meaning. It is this resurgence of interest in the human factor that results in such a proliferation of writings as to make timely a literature guide such as the present volume.

A few years ago Eugene Staley undertook to study systematically ways of developing modern small scale industry in the newly developing countries. Under his leadership SRI personnel have conducted advisory services in field assignments in several countries, and have completed a series of comparative studies on the principles underlying the development of small industry. An early step in the comparative studies was the preparation of Small Industry - An International Annotated Bibliography *. This publication was of use in charting the field of inquiry and in appraising the existing state of knowledge for development specialists around the world.

Recognizing the value derived from this bibliography, we decided to undertake a similar volume treating the growing literature on human resources development. It was felt that such a volume would be useful in connection with the joint interests of Stanford's School of Education and of SRI in extending teaching, research, and advisory services in this important field of inquiry. Thus was the idea for this volume conceived.

We next enlisted the help of Mrs. Marian Crites Alexander-Frutschi, who had compiled the "small industry" bibliography, and Henry F. McCusker, Jr., who was already engaged in a self-directed review of the literature. These two, and their counterparts in the School of Education; i.e.,

---

*The Free Press of Glencoe, Illinois 1960 218 pp
M.C. Alexander-Frutschi (comp.)

Richard King, Jerry Bolibaugh and Gerard Lucas deserve great credit for the difficult job of organizing and structuring the material that went into this volume. Upon delving into the rapidly expanding literature, they realized full well, as the three co-conceivers had suspected, that the subject had no easily discernible boundaries or classifications. The scope and sub-divisions of this book were arrived at only after some painful iterations. The scattered and diverse sources within which we searched for articles on the topic, as well as the mounting volume of print on the subject, causes us to caution that this present volume is far from exhaustive; hopefully future revisions may more adequately cover this expanding literature. We hope that readers will agree with us that the compilers, under the editorship of Mrs. Alexander, have contributed in an important way to making this literature more accessible.

We and the compilers of this volume acknowledge with gratitude the action of the Research Committee of SRI's Economics and Management Group in making a grant from Institute-sponsored research funds to enable this project to be undertaken.

William J. Platt, Director
Economic Development Division
Stanford Research Institute

Eugene Staley, Technical Director
International Development Center
Stanford Research Institute

Paul R. Hanna, Director
Comparative Overseas Education Program
School of Education
Stanford University

INTRODUCTION

This bibliography has been compiled in the hopes that it would be of service to planners, researchers, and thoughtful administrators around the world who are concerned with the utilization and development of human resources - especially in newly industrializing areas.

Organization

References have been organized largely under nine major subject headings and 37 sub-topics so that experience in many areas could be compared. A limited number of cross references to subjects of secondary, and occasionally tertiary, importance has been provided. A tenth section on areas and countries contains works of a more descriptive (rather than analytical) nature or literature dealing with largely indigenous phenomena. With the exception of Japan and Mexico, no effort was made to delve into the educational literature of any of the countries covered, as it was felt that this material is relatively easily available in good libraries. However, all bibliographic sources on this subject which came to our attention have been included. Fairly complete cross referencing to country material placed under the nine subject areas is provided.

A real effort has been made to present materials of a truly international origin and content, although it was inevitable that works dealing with U.S. efforts in the field should predominate. However, only those U.S. (and European) references which have some relevance to conditions in newly-industrializing areas or which contain ideas adaptable to such areas have been included. In order that the subjects dealt with should not be overburdened with U.S. materials, more of these have been placed under the U.S. geographical heading than was the case with materials pertaining to most other countries.

Special attention has been given to two countries - Japan and Mexico - with long histories of effort in the field of educating their citizens for a place in the modern world. Their experience appears to be of special relevance and value. A long section on India reflects its great efforts and valuable contributions in this area. The very long section on Africa is a measure of its burgeoning problems and the many efforts to solve them.

Although we are aware that no subject organization will satisfy everyone, we feel that almost any subject organization is better than an alphabetical listing of any substantial number of references. It is our hope that the readers will find the subject organization used here to be relevant to their interests and of sufficient consistency to be useful. Responsibility for its shortcomings must be borne entirely by the editor. It is her hope that the cross referencing included will alleviate any serious deficiencies.

Coverage

While we have attempted to make this bibliography truly selective in the best sense of the word, the size of the body of literature encompassed by the phrase "human resources development" and the relatively short period of lapsed time (14 months) and even smaller period of time available to devote to this project, have left us somewhat short of our goal. In the field of economic development (where the editor must also bear full responsibility for any weaknesses), a serious and thorough reading of the whole body of literature would be required in order to ferret out all those documents with valuable insights relevant to the subject at hand. It is probable that this task alone would require more than 14 months, and combined with the duties of annotating, coordinating the efforts of the many contributors to this volume and organizing and editing the results, this has been regrettably impossible. It is our sincere hope that some persons using this volume and noting the absence of certain documents which in their opinion are relevant and valuable will communicate the discrepancies to me, so that any future revisions of this work - and the research collection which has resulted from this publication - may be made more complete.

Acknowledgements

For the reasons cited above I must begin the list of acknowledgements by noting the invaluable service rendered to interested students - including ourselves - by the American Economic Review, organ of the American Economic Association, and the International Labour Review, of the International Labour Organization, in their extensive, expert and wide-ranging reviews of important books and documents. Permission to quote in part or in full from the Book Review sections of these two journals was sought and quickly and freely given and is gratefully acknowledged here in full, also briefly at the end of all materials used.

This volume is indeed the work of many contributors at many levels. One of several devices resorted to in order to improve the "selectivity" of this bibliography without actually reading every word that has been written on the subject was to request suggestions of important and relevant documents from eminent workers in a number of related fields. Valuable suggestions were received from the busy, conscientious persons listed below.

A large body of literature accumulated in the Stanford University Comparative Education Center was examined and annotated on a volunteer basis by the members of Prof. Paul Hanna's Comparative Education Seminar 406 in the spring and summer of 1962. The names of these valiant souls also appear below. Their efforts were ably and conscientiously coordinated, supplemented, and reviewed by Dick King now pursuing his doctoral research in Alaska. In the fall of 1962 Jerry Bolibaugh and Gerard Lucas reviewed and further supplemented these (largely) educational materials, Mr. Lucas volunteering both his labor and his insights recently nourished by a year's research in Brazzaville.

At SRI a number of staff members listed below rendered valuable assistance in breaching gaps in our coverage. Throughout and in between world travels, Hank McCusker has been a valuable and reassuring source of

advice and numerous annotations. Mrs. Edna Sherwood ably surveyed Latin American materials, especially those of Mexico and her native Puerto Rico. This list of acknowledgements would be incomplete without special mention of the devoted services ranging from annotative to clerical rendered the Stanford University group by Toni Middleton and our group - and especially me - by Mrs. Martha Merk. Mrs. Madeline Muller produced the final copy and seconded our efforts in many ways. Final acknowledgement must go to my husband, Louis, and my two pre-schoolers, Marc and Gay, whose patiently borne deprivation of many of the usual services provided by wives and mothers has made this volume at this time possible.

* * *

Outside contributors: Reinhard Bendix (Univ. of California), Charles S. Benson (London), Guy Benveniste (IBRD), Cole S. Brembeck (Mich. State Univ.), Jesse Burkhead (Syracuse Univ.), Archibald Callaway (Univ. of Ibadan, Nigeria), Gerhard Colm (Nat. Planning Assn.), Eli Ginzberg (Columbia Univ.), Solomon Fabricant (Nat. Bur. of Econ. Research), Frederick H. Harbison (Princeton Univ.), Frederick T. Moore (Rand Corp.), Charles A. Myers (MIT), Kenneth L. Neff (US Dept. of HEW), T.W. Schultz (Univ. of Chicago), Catherine Stern (New York), John Vaizey (Univ. of London), Burton A. Weisbrod (Princeton Univ.).

Comparative Education Seminar: Duane Bay, Jerry Bolibaugh, Ronald L. Chatham, Stanley Crockett, Albert G. Fine, Harold Freeman, Asher Dean Hatch, Frederick John Hunt, A. Richard King, Robert P. Johnson, David C. Korten, Frances F. Korten, Frances Loftus, Gerard Lucas, Mary Ann Middleton, Malcolm Mitchell, Donald P. Sanders, Raymond San Giovanni, C.H. "Rusty" Slaughter, Charles U. Walker, Harry R. White, Robert L. Young.

SRI Staff Members: David Bushnell, John J. Baumeister, Thomas Mainwaring, Robert A. Reid, Philip H. Sorenson, J. William Waters, Donald G. Woodworth, Yvonne D. Werth.

CONTENTS

Page

1. HUMAN RESOURCES IN ECONOMIC DEVELOPMENT — Entries 1-28 — 1

PROGRAMMING ECONOMIC DEVELOPMENT — HUMAN RESOURCES AS A KEY FACTOR — Entries 29-59 — 12

THEORY, CONCEPTS, AND MODELS — Entries 60-85 — 26

STATISTICS — Entries 86-93 — 36

2. ECONOMICS OF HUMAN RESOURCES

INVESTMENT IN HUMAN RESOURCES — THE CAPITAL CONCEPT — Entries 94-104 — 40

RETURNS ON INVESTMENT IN "HUMAN CAPITAL" — Entries 105-129 — 44

COST AND FINANCING OF INVESTMENT IN "HUMAN CAPITAL" — Entries 130-142 — 54

ECONOMICS OF EDUCATION — Entries 143-153 — 58

3. MANPOWER REQUIREMENTS — Entries 154-165 — 64

METHODOLOGY OF FORECASTING — Entries 166-182 — 68

SCIENTIFIC AND TECHNICAL PERSONNEL — Entries 183-192 — 74

4. RATIONAL UTILIZATION OF HUMAN RESOURCES

CULTURE AND THE MOTIVATION TO DEVELOP — Entries 193-234 — 78

"WANT" DEVELOPMENT — Entries 235-246 — 93

LEADERS IN CHANGE: INNOVATORS, ENTREPRENEUERS, THE "ELITE" — Entries 247-268 — 97

COMMUNICATING IDEAS FOR CHANGE — Entries 269-277 — 105

MEASURES FOR THE UTILIZATION OF SPECIAL GROUPS — Entries 278-343 — 108

GUIDANCE AND CHOICE IN CAREER SELECTION — Entries 344-357 — 131

DEVELOPING A PRODUCTIVE, STABLE LABOR FORCE — Entries 358-385 — 135

CONSERVING AND IMPROVING PUBLIC HEALTH — Entries 386-403 — 146

5. THE STRATEGIES OF EDUCATIONAL PLANNING — Entries 404-433 — 152

TECHNIQUES — Entries 434-443 — 161

SOCIETAL VALUES THAT AFFECT PLANNING GOALS — Entries 444-471 — 165

PRIORITIES DETERMINING EDUCATION "MIX" — Entries 472-481 — 173

6. GENERAL EDUCATION ____ Entries 482-496 178

ADMINISTRATION AND CURRICULUM ____ Entries 497-509 182

TEACHER TRAINING ____ Entries 510-527 186

PRIMARY EDUCATION ____ Entries 528-534 191

SECONDARY EDUCATION ____ Entries 535-538 193

HIGHER EDUCATION ____ Entries 539-544 195

7. SPECIAL EDUCATION

ADULT AND FUNDAMENTAL EDUCATION ____ Entries 545-563 197

LITERACY EDUCATION ____ Entries 564-579 202

COMMUNITY DEVELOPMENT ____ Entries 580-611 207

COOPERATIVE EDUCATION ____ Entries 612-620 216

EXTENSION WORK ____ Entries 621-633 219

RURAL EDUCATION ____ Entries 634-656 223

SUPERVISORY AND MANAGEMENT EDUCATION ____ Entries 657-669 231

VOCATIONAL AND INDUSTRIAL TRAINING ____ Entries 670-707 236

8. NEW EDUCATIONAL TECHNIQUES ____ Entries 708-727 249

CINEMA, RADIO AND TELEVISION ____ Entries 728-740 255

TEACHING MACHINES ____ Entries 741-752 259

RESEARCH AND DEVELOPMENT ____ Entries 753-765 262

9. INTERNATIONAL EDUCATION EXCHANGE ____ Entries 766-785 267

TECHNICAL ASSISTANCE IN EDUCATION ____ Entries 786-808 273

10. AREAS AND COUNTRIES

WORLD WIDE STUDIES AND SURVEYS ____ Entries 809-817 281

AFRICA ____ Entries 818-840 283

Africa — Education ____ Entries 841-872 290

ASIA AND THE FAR EAST — Entries 873-891 — 300
  China, Republic of — Entries 892-898 — 305
  China, People's Republic — Entries 899-910 — 307
  India — Entries 911-931 — 310
  Japan — Entries 932-951 — 317
  Pakistan — Entries 952-957 — 323
  Philippine Islands — Entries 958-966 — 325
EUROPE — Entries 967-1000 — 328
LATIN AMERICA — Entries 1001-1016 — 338
  Latin America — Education — Entries 1017-1045 — 343
  Mexico — Entries 1046-1060 — 351
MIDDLE EAST — Entries 1061-1076 — 354
NORTH AMERICA (U. S. and Canada) — Entries 1077-1126 — 360
OCEANIA — Entries 1127-1134 — 374
USSR — Entries 1135-1150 — 376
ABBREVIATIONS — 382
AUTHOR AND ORGANIZATION INDEX — 383
PERIODICALS AND PUBLISHERS — 393

1. HUMAN RESOURCES IN ECONOMIC DEVELOPMENT

See also Entries 152,164,165,196,320,339,361,442,1006,1015.

1 BAUER, Peter T. and B.S. YAMEY The Economics of Underdeveloped Countries Univ. of Chicago Press 1957 (reprinted in 1962) 257 pp $1.75

Feeling that it is an error to consider that most underdeveloped countries are endowed with only meager natural resources, the authors pursue the theme in Part I of this work that the important reasons for underdevelopment lie in the realm of the human resources of the countries and the accompanying social institutions which have restricted mobility of persons and acquisition and use of skill. Chapter 2 of the book defines the role of government in development.

2 CORREA, Hector The Economics of Human Resources Pasmans The Hague 1962 256 pp

"Human beings intervene in economic phenomena in two ways: as factors of production and as the final objectives of the socio-economic processes. The study of the elements that influence the working capacity of human beings and their influence on production; that is, the analysis of human beings as factors of production, can be called the Economics of Human Resources. In this book an attempt is made to give a systematic account of this branch of the Economic Science. In this study a basic element is the Economics of Education ... (and) I have taken results from Demography, Psychology, Physiology, Educational Sciences and Sociology ... All the results ... were placed ... in the framework of Economic Theory ... However, my objective is not only purely theoretical. For this reason the theoretical framework has been covered with statistical data. In this form, the present book is particularly directed to socio-economic planners. They will find the rough measures that frequently are required in practical problems. I hope that the limitations of the methods of measurement used will encourage more study in this field." "The book has been divided into two parts. The first part deals with the supply of labor, the second with its demand. In the supply of labor, an analysis is made of the factors affecting quantity and quality of the labor force. The study of the demand for labor includes two aspects. First, the impact of the quantity and quality of labor on production is studied. Second, the effect of the volume of production on the amount and characteristics of labor demanded is analyzed." Bibliography.

3 GAITSKILL, Arthur Gezira: A Study of Development in the Sudan Faber & Faber London 1959 372 pp $5.95

The story of the successful economic development of irrigated cotton growing in an area of Africa a little larger than Taiwan by three partners: (1) private entrepreneurs who provided operating capital and management for the growth and marketing of the cotton; (2) the Sudan government which made the heavy investment in dams and irrigation systems, and (3) the farmers operating as share tenants. This experience over several decades provides a valuable study in the raising of living standards of a backward people. The author concludes that "the establishment of equitable and practical principles of development is more important than the pace," and that although the scheme has proved very profitable,the profit motive was not allowed to overshadow the interests of the indigenous population. He feels, however, that in retrospect too little was done to encourage their cultural development to keep pace with their economic development.

4 GALENSON, Walter (ed.) Labor and Economic Development
John Wiley, New York Chapman & Hall, London 1959
304 pp $6.75

This book makes a real contribution toward better understanding of an important problem of developing countries. It describes the influence of economic developments on labor and its organization in five countries in varying stages of growth: India discussed by C.A. Myers; Japan by R.A. Scalapino; Egypt by F.H. Harbison; ex-French West Africa by E. Berg; and the British West Indies by W.H. Knowles. Each essay covers the economic and social conditions of the country, a description of labor and management and their relations, the growth of trade unions, and the role of government in relation to the labor movement. An introductory chapter by the editor summarizes the book's contents.

5 GROVES, H.M. Education and Economic Growth National
Education Association Washington, D.C. 1961 50 pp
(pamphlet)

Summarizes current literature in an attempt to support the hypothesis that education causes economic growth. Particular attention is paid to U.S. agriculture and medicine. Comparisons are made between educational levels and economic development of foreign countries, and between the states in the U.S.A. It is concluded that although a causal relationship cannot be shown there is a persuasive correlation that is being fortified daily with more and more evidence.

6 HARBISON, F. and Charles MYERS Human Resources, Education
and Economic Growth McGraw-Hill New York 1963 500 pp

This book sets forth what the authors hold to be the human resource indicators of stages of economic growth and analyzes the problems of human resources development and education as related to the economic and social development of approximately 70 countries which are grouped for analytical purposes into five different stages of growth.

7 HIRSCHMAN, Albert O. The Strategy of Economic Development
Yale Univ. Press New Haven, Conn. 1958 217 pp $4.50

The author considers the expansion of the ability to make and follow through on investment decisions ("absorptive capacity") to be the central problem of newly developing countries - at government as well as private levels. Thus scarce entrepreneurial ability should be used in those stratetic sectors of the economy which will "trigger" investment in other sectors, stressing the inter-relatedness of industry. He also attributes in part the fondness of underdeveloped countries for importing large-scale ultra-modern projects to the shortage of organizing ability (resulting from deficient human capital) which some hold to be interchangeable over a wide range with physical capital.

8 ILO Labour Problems in Agriculture: General Report Report VI
Geneva 1950 72 pp 50¢

"A general survey of the problems of agricultural labour designed to bring out a few of the salient features of immediate concern. The first chapter reviews such conditions as hours of work, vocational training, social security, the protection of women and children and agricultural manpower, the problems of land reform, land settlement and rural amenities, and the special problems of underdeveloped countries. The action taken by trade unions, co-operative organisations and the State to improve the social and economic status of agricultural workers is considered in the second chapter, and the last chapter summarizes the work done by the ILO in this field." (ILR May 1950, p 572)

9 JONES, J.M. Does Overpopulation Mean Poverty? - The Facts About Population Growth and Economic Development
Center for International Economic Growth Washington, D.C. 1962 64 pp (pamphlet)

Develops the thesis that economic growth is retarded by population increase. Relates this thesis statistically to educational development. For example, in Taiwan 1,000 workers must provide annually for 15 additional male school children. In the United Kingdom, the corresponding ratio is 1,000 to 1. In Latin America this problem is most acute. Of the three major underdeveloped world areas (Asia, Africa, Latin America), Latin America has the highest percentage of population increase. This is due to an increase in "death control" without a corresponding increase in "birth control."

10 KALDOR, Nicholas Ensayos sobre Desarrollo Economico
CEMLA (Center of Latin American Monetary Studies)
Mexico, D.F. 1961 134 pp

The author, a partisan of ultimately balanced economic growth, recommends the following government actions in newly developing areas: procurement of an adequate supply of social capital, particularly in the field of education; promotion of agricultural productivity accompanied by agrarian reform if necessary; rapid establishment of basic industries and strategic export industries, if necessary through government organization or promotion.

11 KERR, Clark, J. T. DUNLOP, F. H. HARBISON and C. A. MYERS
Industrialism and Industrial Man, The Problems of Labor and Management in Economic Growth Harvard Univ. Press Cambridge, Mass. 1960 331 pp

Four well-known authorities on labor relations consider the problem of economic and social development in Africa, Asia, and Latin America as they affect the process of industrialization. They have much to say about the process of education in forming an industrial work force and its relation to the "elites" which guide the country toward modernization. (See also "The Labour Problem in Economic Development" A Framework for a Reappraisal Intl Labour R. Vol LXXI, No 3 (Mar 1955) pp 223-35)

12 LEWIS, W. Arthur The Theory of Economic Growth Richard D.
Irwin Homewood, Ill. 1955 454 pp

This basic treatise on economic development contains a great many insights on the relation of education and its planning to the growth process. See especially Chapter IV on "Knowledge" which covers the growth of knowledge, the application of new ideas, and training programs. A short bibliography is appended.

13 MEIER, Gerald M. and Robert E. BALDWIN Economic Development: Theory, History, Policy John Wiley & Sons, New York
Chapman & Hall, London 1957 588 pp $8.50

The authors stress the importance of human resources and manpower in economic development wherever it takes place. They point out that of three top priority areas for educational expenditure: agricultural extension, vocational training, and supervisory-administrative training; the first would probably yield the biggest returns in underdeveloped areas. A two page list of periodicals and three appendices listing selected readings in the socio-cultural aspects of development, development programs and plans, and case studies of development, are provided at the end of the text.

14 MEIER, Richard L. Science and Economic Development: New Patterns of Living John Wiley & Sons New York 1956 266 pp $6

A precondition to the "realistic utopias" so ably outlined in this treatise addressed to a theoretical solution of the problems of underdeveloped areas (stated as the maintenance of minimum adequate standard of living) is a re-education and modification of a whole range of personal preferences; e.g., eating habits, places of work, residence, recreation, etc.

15 MILBANK MEMORIAL FUND Modernization Programs in Relation to Human Resources and Population Problems New York 1950 153 pp

The ten papers included here are on three main topics: I. Aims and Methods of Selected Programs of Modernization: "The Liberian Foundation - Aims and Methods," by S.J. Leland; "The United States 'Point Four' Program," by S.P. Hayes; "International Approaches to Modernization Programs." by H.W. Singer. II. Problems in the Development of Human Resources: "Utilization of Human Resources through Industrialization," by W.E. Moore; "Utilization of Human Resources in Agriculture," by C. Taeuber; "Problems in Health Promotion in the Near East," by M.C. Balfour; "The Reduction of Human Fertility as an Aid to Programs of Economic Development in Densely Settled Agrarian Regions," by F.W. Notestein. III. Japan as a Case Study in Modernization: "Foreign Capital in Economic Development - A Case Study of Japan," by E.P. Reubens; "Population Increase and Manpower Utilization in Imperial Japan," by I.B. Taeuber; "Future Adjustments of Population to Resources in Japan," by W.S. Thompson.

16 MOORE, W.E., B.F. HOSELITZ, G.B. BALDWIN, W.H. KNOWLES and S. ROTTENBERG "Urbanization and Industrialization of the Labor Force in a Developing Economy" Amer. Econ. R. Papers & Proceedings of the 67th Annual Meeting of the Amer. Econ. Assn. Vol 45, No 2 (May 1955) pp 156-96

An extensive discussion of the problems which occur when a rural or preindustrial people are taken into factories and behavior governed by some other rule must give way to behavior governed by the rule of efficiency. Moore writes on "Labor Attitudes Toward Industrialization in Underdeveloped Countries": "After contrasting the motivational assumptions underlying economic theory on the one hand and anthropology and sociology on the other, he reviews the empirical evidence concerning experience with the recruitment and utilization of labor in underdeveloped areas. In the light of this evidence, he attempts to identify the elements out of which a low-order theory (presumably at least, an interdisciplinary theory) can be built that will allow us to predict experience with labor recruitment and labor utilization.. For a spokesman from a pessimistic breed, Moore offers a remarkably optimistic theory: although human wants in tradition-bound, preindustrial societies are often limited in the early stages, the evidence suggests that we can expect both wants and, consequently the supply of labor to expand with the spread of knowledge, education and the growth of new values. He concludes with a general plea for the cultivation of a "sense of social participation" among workers in new industrial societies as partial compensation for their uprooting from their traditional mode of life."

Hoselitz writes on "The City, The Factory and Economic Growth": "He is less concerned with model building and pursues the utilitarian objective of trying to 'isolate the impact of industrialization from that of urbanization'so that economic planning can proceed on a more informed basis. We are cautioned that there is no necessary connection between urbanization and industrialization, but Hoselitz accepts the view that economic development will be well served where both phenomena occur together. He then analyzes certain key characteristics of the industrial cities of the West and compares 'industrial' and 'central' cities in both underdeveloped and advanced countries. He places much emphasis on the historic role or urbanization in confirming and accelerating the spread of those rationalistic, universalistic, achievement-oriented habits of thought on which industrialization depends ... Hoselitz concludes by summarizing industrialization's threefold impact on a preindustrial labor force: (1) People are forced to adjust to a new environment -- a city. This necessarily involves social disorganization which manifests itself, at the social level, in higher rates of crime, unbalanced sex ratios, political extremism and the like. These maladjustments require 'some centrally implemented policy'if they are to be overcome. (2) People must adjust to a new technology. This is the least difficult of the three adjustments and requires mainly an increase in the number of vocational training facilities. (3) People must submit to new social relationships, particularly those required by factory organization. Hoselitz finds this adjustment the most difficult in the whole process of industrialization."

17 MYERS, Charles Labor Problems in the Industrialization of India Inter-University Study on Labor Problems in Economic Development Harvard Univ. Press, Cambridge, Mass. 1958 297 pp $6.50

This excellent study of India's small - but vocal - industrial labor force traces the development of trade unionism, examines the extent of their "commitment" to industrial employment, and concludes with a recommendation for a middle course in India between a full-blown, strongly motivated labor interest group and the current paternalistic attitude of official bodies. It brings together previous American studies of Indian labor problems by Kennedy, Lamb, Morris, Ornati, and Thorner. Discussed in detail is the emergence of the labor force in India (estimated at about 5% of the economically active population), and the development and limitations of organized labor against the background of a government commitment to the eventual development of free collective bargaining. Included in the discussion of the management side of the equation is a consideration of the steps necessary to creating an effective managerial group.

18 NICHOLLS, William H. "Accomodating Economic Change in Underveloped Countries" Amer. Econ. R. Vol XLIX, No 2 (May 1959) pp 156-68

"It behooves us as economists to recognize more fully those aspects of the social and political environment which may hamper economic development and to suggest some of the necessary changes in this environment if economic development is to proceed at an optimum and ultimately self-sustaining rate. I would particularly like to focus attention upon the following sociopolitical problems: nationalism, public versus private enterprise, maintaining order and stability, centralization of government, geographic concentration of the benefits of economic progress, and physical versus human development .... However devoted in principle they may be to private enterprise, American economists are usually forced to concede that, in most underdeveloped countries, a much heavier dependence upon public enterprise is essential to get a stagnant economy off the ground. The reason is the abysmal lack of private entrepreneurial talent in such countries and the difficulty of filling the vacuum quickly even if the need for it is recognized. Unfortunately, in underdeveloped countries, the accepted scale of social prestige places the landowner, the church official, and the military leader at the top and the man of business far down the line. Under such circumstances, it is usually the members of minority groups who have filled this function insofar as it is filled at all. Clearly this fact would indicate the need for underdeveloped countries to try to find means of elevating constructive business pursuits to a higher prestige level in the social hierarchy and of diverting the experience and talents of the minority groups from commerce and trade to manufacturing and other more constructive activities .... One of the greatest problems of economic development is the extent to which underdeveloped countries emphasize the 'showcase' project, which typically sacrifices the intangibles of human development on the altar of brick and metal. .... The Japanese offer to the underdeveloped countries some very valuable lessons in sound economic development, their success being all the more remarkable because they achieved so much without (except for the fruits of their military conquests) any significant foreign financial assistance. Their early recognition of the importance of such intangibles as the elimination of illiteracy and the application of scientific knowledge to both agricultural and industrial progress bore rapid fruit. At the same time they did not take over Western technology wholesale but skillfully adapted it to the prevailing pattern of agricultural small holdings and developed small-scale, decentralized industries which could use its plentiful labor supply most economically."

19 NICHOLLS, William H. "Research on Agriculture and Economic Development" Amer. Econ. R. Proceedings of the 72nd Annual Meeting of the Amer. Econ. Assn. Vol 50, No 2 (May 1960) pp 629-35

Author summarizes the results of a large-scale research project underway at Vanderbilt University since 1952 on "Southern Economic Development and Agriculture" which he believes has policy implications for newly developing regions abroad: "first, industrial-urban development offers the major hope for solving the problem of low agricultural productivity, once prior problems of an inadequate food supply have been met. Second, insofar as not inconsistent with fundamental economies of location and scale, the more widely dispersed such industrial-urban development, the more generally can agricultural productivity be increased. Finally, particularly for those areas which lack the attributes required for sound industrialization, public policy must provide for facilitating farm-labor and farm-capital mobility at rates far in excess of those which can be expected under complete laissez faire."

20 OECD Aspects of Training in Economic Development Papers and Proceedings of the first Meeting of Directors of Training Institutes in the field of Economic Development, The Hague Sept 11-14, 1961 Problems of Development Series Paris 1962 115 pp

"The experiences acquired over the last few years has shown that training facilities for specialized personnel in the field of economic development - the lack of which is being felt in all developing countries - are increasing very rapidly in Europe and elsewhere. It has, however, been found that the special courses organized in universities or specialized institutes do not always meet the real needs of the countries concerned for a variety of reasons." The papers cover: problems of specialized training requirements as viewed from inside a country in process of economic development; analysis of different skills needed in public administration of development programs; required specialization in the light of existing needs, with special reference to rural areas and public administration.

21 PEPELASIS, A., A. MEARS and I. ADELMAN Economic Development Analysis and Case Studies 1961 Harper & Bros New York 583 pp $8.50

"This book is intended to provide an introduction to the study of economic development of underdeveloped areas .... After a prefatory chapter dealing largely with matters of definition and measurement, the first portion of the book continues with an exploration of each of the key determinants of economic development. Natural resources, human resources, capital accumulation, technology and entrepreneurship, and socio-cultural factors are each examined in turn." The second part presents twelve case studies covering a broad geographic area, each dealing with the economic development of a particular nation and selected to provide examples of development under a wide variety of political and economic conditions.

22 PHILLIPS, H. M. "Education as a Basic Factor in Economic and Social Development" Annex IV pp 97-106 Final Report of the UNESCO Conference of African States on the Development of Education in Africa - Addis Ababa 1961 Paris 1961 130 pp

"This is a background paper dealing with the role of education in economic and social development in general... It is convenient to divide the subject into the following headings: (1) manpower aspects; (2) income in relation to education; (3) education's role in the aggregate of production function; historical experience; the returns on investment in education; (4) problems of allocation of resources as between education and other items, and within the educational sector; expenditure norms; (5) some aspects of the financing of education."

23 SAYIGH, Yusif A. "Management-Labour Relations in Selected Arab Countries: Major Aspects and Determinants" Intl Labour R. Vol LXXVII, No 6 (June 1958) pp 519-37

"As they embark on the early stages of industrialization the need to secure a satisfactory working relationship between management and labour raises a difficult problem for the underdeveloped countries, for both sides lack the traditions and experience enjoyed by their counterparts in more industrialized nations." In this article the Director of the Econ. Res. Inst. in the American Univ. of Beirut examines the state of management-labour relations in Egypt, Syria, Lebanon, Jordan and Iraq, "paying particular attention to the role of government and to the difficulties of steering a middle course between excessive control of industrial relations and a policy of laissez-faire which might deprive the workers' movement of the protection of which it is particularly in need during its early days."

24 SCHULTZ, Theodore W. "Investment in Human Capital in Poor Countries" pp 3-15 Foreign Trade and Human Capital edited by Paul D. Zook Southern Methodist Univ. Press Dallas, Texas April 1962 102 pp

Prof. Schultz presents some of the puzzles and paradoxes about the economies of the world's underdeveloped countries. Examples are: (a) the failure of the poorer countries to achieve more rapid growth than they have; (b) the slow rate of absorption of physical capital into these countries; (c) the emphasis placed on non-human capital at the expense of human capital investment. Schultz attributes these puzzles and paradoxes to a failure to understand the importance of investment in human beings through education, training and health activities. He cites the cases of Mexico, Israel, Puerto Rico, the USSR, Denmark, Germany and Japan as countries that have balanced investments between human and physical capital and, as a result, have achieved rapid rates of economic growth.

25 SHONFIELD, Andrew The Attack on World Poverty Random House New York Chatto & Windus,London 1960 244 pp

This interesting book discusses a wide range of problems involving the relationship between education and economic development. "The relationship between cultural standards and economic success is a good deal more complex than the devotees of literacy usually imply. Indeed, concentration on the alphabet above all else, as the key to the first stage of the economic revolution may serve to divert attention and energy from the more serious problems... It is worth remembering that the first industrial revolution, in Britain during the late 18th and early 19th centuries -- the original example of the power of modern technology to achieve the rapid accumulation of productive assets, which then make it easy for a society to go on and become steadily richer -- was managed on an extremely narrow educational base. It is certainly not plausible to suggest that universal education and literacy are necessary for successful economic growth. No doubt they help a country to absorb new technology rapidly. But the British managed without effective universal education until the early 20th century."

26 SMITH, Robert S. "Population and Economic Growth in Central America" Economic Development and Cultural Change Vol 10, No 2 (Jan 1962) pp 134-50

Literacy, if not indispensable, at least helps to build a bridge between the desire for fewer offspring and the means of achieving it. "No large population has ever experienced a major downtrend in fertility before achieving very substantial measure of literacy and urbanization."

The presumptive gains in output from integrating the economies of the five small countries of Central America are not so great that they may be counted on to outstrip population growth at the current rate of 3% annually. Any economic policy -- either food or technical aid programs, becomes hollow unless accompanied by an active population policy, using family planning as its instrument.

27 UNESCO/ECAFE "The Economic Implications of the Plan of Educational Development in Asia" 19 pp Meeting of Ministers of Education of Asian Member States Tokyo Apr 2-11 1962

In this paper the Karachi Plan for extension of primary education in Asia is approached from the economic viewpoint. The Karachi Plan stressed the imbalance in most Asian educational systems in favor of secondary and higher education at the expense of primary and technical secondary education. This paper analyses the factors that governments may want to consider in formulating their education plans within the economic development framework. The emphasis is on the education system as a whole, rather than on primary education. The paper begins by tracing the history of economic research into education from Strumilin's work in Leningrad in 1924 to Theodore Schultz and Arthur Lewis in the 1950's. Economists such as Adam Smith saw education in terms of specialization; Ricardo and Marx in terms of 19th century specialization and the labor theory of value; Marshall and Pigou in terms of the 20th century welfare state. Schultz and Lewis however, have stressed the role of education in relation to economic development. The less well understood indirect effects of primary education are set forth (1) as a purveyor of the basic concepts of progress and rationality; (2) in awakening aspirations; (3) in discovering latent talent; (4) in reducing social dualism; (5) by creating a literate electorate; (6) in improving consumption patterns. The highest level of productivity in all levels of education can be attained by: (1) better educational planning in relation to economic development; (2) better economic planning in relation to educational possibilities; (3) measures to relate education not only to intellectual and cultural standards but also to specific national and local economic and social needs.

Primary education must, therefore, not be taken for granted as a piece of social infrastructure but as an economic asset to be developed by a positive planning policy. The relation of the educational system to economic development requires three approaches: (1) assessment of the proportion of total resources to be allotted to education; (2) assessment of the optimum interrelation of the different levels of the educational system (the "education mix"); (3) choice of the best possible technology of education. The real index of economic development may be the creation of the capacity to produce rather than the resultant production.

28 YOUNGSON, A.J. Possibilities of Economic Progress
Cambridge Univ. Press New York 1949 324 pp $6

Part I develops a series of hypotheses about economic growth centering on invention and innovation, entrepreneurship, and the tendency to large-scale production. Part II studies economic growth in Great Britain, Sweden, Denmark and the Southern U.S. In a final chapter the author suggests that countries desiring more rapid economic growth (1) consider the extension of international contacts rather than thinking in purely national terms, (2) conceive of government's role in terms of improving "the general conditions and equipment of economic life", rather than just undertaking specific development projects, and (3) give special attention to improving the agricultural sector of the economy. Much of Denmark's progress in agricultural development is attributed to the influence and popularity of Danish folk schools.

PROGRAMMING ECONOMIC DEVELOPMENT — HUMAN RESOURCES AS A KEY FACTOR

See also Entries 57,115,194,287,413,414,624,927,930,945,996,1009,1052, 1056,1057,1067,1149.

29 ALISBAH, Bilsel and Albert BERRY "Priorities in Economic Development" J. of International Affairs Vol 16, No 2 (1962) pp 172-82

"We turn from broad considerations of growth as a whole to questions of intersectoral resource allocation. Probably the most widely discussed priority issue of this sort is 'agriculture vs. industry'. Many economists charge that underdeveloped countries consistently underestimate the importance of agriculture and consequently trip over this sector while chasing the dream of industrialization."

"More arguments can be presented on either side, and it may appear that little can be said by way of generalization. The crucial point, however, is that in many cases agricultural output can be spurred by methods requiring relatively little capital or high-level manpower, the factors especially necessary in industry. It is this ability of the two sectors to use different resources which underlies our contention that very often they are 'partners' rather than 'competitors'. Large strides in agriculture can be achieved by acquainting farmers with existing superior methods, by research on crop varieties, and methods of cultivations and by the introduction of modest credit systems allowing farmers to undertake needed improvements. While these projects will require organizers and agricultural experts who might otherwise have been used in industry, they will not require much capital. Industry will, therefore, at the same time, be able to proceed apace. Light industry has the advantage that it can more often be established in towns or villages. This means not only that the costs of transferring people to the cities can be avoided but also that the seasonal underemployment in agriculture -- so typical of underdeveloped countries -- can be reduced by having villagers work in industry for part of the year. Furthermore, since the typical firm in light industry is relatively small, the entrepreneurial function will be spread wider and valuable experience obtained."

"One view, which we tend to share, is that, in the short run it will be best to stress technical as opposed to general literacy education. Considerable evidence shows that the latter is quickly forgotten when the student returns to the farm. In many cases it will be economically wise to postpone mass elementary education as well, since it may conflict sharply with the training of the technicians and engineers who are so important in development. We emphasize, however, that we are viewing the issue from an economic point of view only, and that in this case, perhaps more than in any other, one can expect the non-economic considerations to be paramount."

30 BALOGH, T. "Equity and Efficiency - The Problem of Optimal Investment in a Framework of Underdevelopment" Oxford Econ. Papers Vol 14, No 1 (Feb 1962) 11 pp

The author concludes that "the problem of less-favoured areas in India thus should be tackled for an interim period by efforts to increase rural productivity rather than by forcing new industries prematurely to migrate and develop in unsuitable places in unsuitable units .... Without maximum investment and efficiency the conditions in which equality can be established - indeed an increase in destitution can be avoided - is impossible." In his article the author places high priority on reform of rural education. Rural schools should have their primary emphasis on increasing productive capacity, but provision should be made for students with exceptional talent to go on to more formal education in larger centers. Rural education might be served best by schools which combine training in simple farming methods on a school farm with education. Such schools might be largely self-supporting. The organization of handicraft centers might provide additional sources of increased income in less favored areas. The primary need in poor rural areas is to increase income-earning capacity.

31 BELSHAW, Michael "Aspects of Community Development in Rural Mexico" Inter-American Econ. Affrs. Vol 15, No 4 (Spring 1962) pp 71-94

This paper argues that a conventionally oriented program of community development, to contribute effectively in solving Mexico's rural difficulties, must be integrated into a plan of broad national scope containing many features not properly included in the conceptual scheme of community development. A rural welfare plan must have economic, demographic, educational and political elements.

32 COX, R.W. "Some Human Problems of Industrial Development" Intl Labour R. Vol LXVI, No 3 (Sept 1952) pp 246-67

"This article is based on the study of a number of inquiries carried out by the International Bank for Reconstruction and Development in connection with economic development planning for certain underdeveloped countries. In reading the reports the author was struck by the extent to which experts primarily concerned with purely economic factors were obliged to take account of certain human and psychological factors as well." He discusses several of these fields including the utilization of human resources in employment and the human factors conditioning investment for development.

33 DE BIVORT, H. "Automation - Some Social Aspects" Intl Labour R. Vol LXXII, No 6 (Dec 1955) pp 467-95

"So far as the pace of economic development is concerned, it has been suggested that automation may well help to short-circuit the slow, costly process of industrialization in the underdeveloped countries. The arguments runs that, in their efforts to industrialize rapidly,these countries are handicapped by a shortage of capital and a shortage of trained labour. The capital and labour force requirements of an automatic factory are relatively low per unit of output compared with those of more traditional plants. In certain circumstances automated plants may present another important advantage in underdeveloped countries: the fact that fewer workers are required diminishes the problems involved in shifting large numbers of workers to new industrial locations, particularly, for example, those connected with providing the housing and community services needed. By building a few large up-to-date automatic plants turning out a carefully selected group of products, therefore, the less developed countries might take rapid strides forward in their industrial development. Examples of such plants can already be found in the oil refineries in the Middle East, the new Brazilian fully integrated steel mill and the large fertilizer plant recently put into operation in India. However, opportunities for short cuts in the less developed countries turn on many financial and technical factors as well as on the employment situation, and the possibilities tend to vary from one country to another. In any particular country there would have to be careful selection from the point of view of national economic and social policy of the industries to be developed along these lines rather than on the more traditional lines. Automated plants would, in any case, be exceptional, and the selection would be decided primarily by the need to provide specified types of goods with a maximum economy of resources."

34 EASTERLIN, Richard A. "Israel's Development: Past Accomplishments and Future Problems" Quarterly J. of Economics Vol LXXV, No 1 (Feb 1961) pp 63-86

Asking how it was possible for Israel to absorb such extraordinary increases in capital and labor in such a short time and achieve the increase in per capita product that occurred in the 1950's, the author points to "one feature only of Israel's situation which appears so distinctive as to merit special attention. This is the exceptional quality of the human resources with which Israel was endowed at the time of establishment of the state. Educational attanment is not a comprehensive index of the quality of the labor force, but it is perhaps more nearly so than any others obtainable .... Thus Israel in 1948 actually exceeded the United States with regard to higher education of males, and was second only to the United States in the case of females. With regard to secondary education, Israel ranked almost as high. It is no exaggeration to say that in 1948 the educational level of the Jewish population in Israel was close to the highest in the world."

35 GALBRAITH, John Kenneth Economic Development in Perspective Harvard Univ. Press Cambridge, Mass. 1962 74 pp $2.50

Based on a series of five lectures in India in 1961, the author, U.S. Ambassador to India, sets forth some unifying ideas that give new perspective to economic growth: that appropriate forms of aid for developing nations are not always the same -- that capital investment needs in India may be absent in other areas where education, social justice, and effective government are more wanting. The author also gives a thoughtful analysis of the modern corporation that is valid for all societies. He points out the role of education in development, explains the theory of development planning and shows why there is no easy answer to every country's economic problems.

36 HARBERGER, Arnold C. "Using the Resources at Hand more Effectively" from "The Fundamentals of Economic Progress in Underdeveloped Countries" Amer. Econ. R. - Papers & Proceedings of the 71st Annual Meeting of the Amer. Econ. Assn. Vol 49, No 3 (May 1959) pp 134-46

After exploring the possible results of eliminating misallocations of resources in economies like Chile, Brazil, and Argentina, a static framework is adopted and the conclusions are reached that "(1) reallocation of existing resources while maintaining the existing production functions in each line of activity, would raise national welfare by no more than 15%; (2) policies aimed at eliminating 'distortions' in the price mechanism can raise the long term rate of growth of national income, but not spectacularly. It is argued that spectacular advances in growth rate will come, if at all, from improvement in the quality of the labor force through additional expenditure on technical training and education and from an increased pace of technical advance. An energetic and acquisitive society is likely to have a high coefficient of adaptation, but it is hard to see how public policy can create such a society."

37 HIGGINS, B. Economic Development: Problems, Principles, and Policies W.W. Norton & Co. New York 1959 803 pp $7.50

This important discussion of economic development is notable for the recognition it accords to the psychological, sociological, and political aspects of the problem, actually drawing them into sketches of development progress which cover India, Indonesia, Southern Italy, Libya, Mexico and the Philippines. Other sections review the development concepts of many economies and discuss policy issues involved in attempts to initiate and follow through on economic development.

38 HILLIARD, John F. "Essentials of Manpower Planning in Economic Development" Intl Dev. R. Vol 4, No 1 (March 1962) pp 9-13

In the author's opinion, every country that has undertaken a significant program of economic and social development during the past thirty years has been impeded by a shortage of trained manpower, the training of which requires two to six years after the making of plans, taking of decisions and investment of capital. Manpower planning, which is crucial to national development, means the total process by which proper development and wise utilization of the human resources of a nation is achieved in obtaining the objective to which the nation has committed itself. It is not an adjunct to each development project, but a major aspect of national development. The means for creating awareness of manpower needs, the organization structures, program development, policies and implementation of the manpower program are discussed by the author.

39 HOSELITZ, Bert F. Investment in Education and its Political Impact in Developing Countries prepared for the Conference on Education and Political Development Lake Arrowhead, Calif. June 1962 Sponsored by the Social Science Research Council New York 32 pp (mimeo)

Hoselitz agrees that education is one of the most, if not the most, important variable in the determination of the rate and level of any country's economic advancement. He feels, however, that the concept of investment in human capital must be applied with extreme caution to the newly developing countries. A far-reaching educational program may, if a country is at an early stage of development, produce serious short-run misallocations of resources, both human and non-human, and result in undesirable political consequences. Hoselitz is particularly uneasy about the recent emphasis on development of high-talent manpower in some of the developing countries, when it may be more important to be investing in non-human capital that would subsequently create productive employment for such manpower. He also dwells on the fact that modern - but labor intensive - patterns of industrial production should be sought for the emerging countries rather than trying to adapt western European or American patterns to these countries. The author also offers the proposition that mass literacy improvement and/or expansion of general community services and the formation of social overhead capital for the rural population are preferable alternatives to large-scale education projects which might engender serious political instability in the country concerned.

40 ILO Report of the Director-General: Some Labour and Social Aspects of Economic Development Fifth Asian Regional Conference, Melbourne 1962 Report I Geneva 1962 156 pp $1.75

"The Director-General of the ILO reviews some of the economic problems that confront the Asian countries in the process of growth and makes an appraisal of the measure of success achieved by them in overcoming those problems. This covers, in particular, the problems and achievements as regards saving, investment and entrepreneurship as well as those concerning the growth in income and consumption, and industrial development. The patterns and trends in the size and structure of the population and the labour force are viewed in relation to economic development. He has also tried to throw light on the nature and dimensions of the problems of disparities in income levels and social standards between the various social groups within national communities as well as between nations. Secondly, he has endeavored to consider ways in which some of these problems, especially in their social and labour aspects, may be approached with a view to their solution. Particular emphasis has been laid on integrating programmes for the development of human resources and the objectives and measures in the field of labour policy with those of the national development policy as a whole. Full participation of the various social groupings in the community, including in particular employees' and workers' organizations, in the decision-making processes in matters concerning themselves as well as in wider social and economic issues including planning, is of vital significance in creating a consensus throughout the community in development tasks." (ILR Nov 1962, p 508)

41 Intl Labour R. "Production Techniques and Employment Creation in Underdeveloped Economies" Vol LXXVIII, No 2 (Aug 1958) pp 121-50

"An article recently published in the ILR discussed in general terms the problem of making the best use of scarce capital in underdeveloped economies, particularly from the point of view of expanding output and promoting rapid economic growth. The present article discusses the closely related question of the choice of production methods, with special reference to the objective of creating employment for the existing surplus labour and the growing population. Whether and to what extent the two objectives -- a rapid expansion in both output and employment -- can be simultaneously achieved will depend, inter alia, on the methods of production used in the industries scheduled for development."

42 KAPP, K. William "Economic Development, National Planning and Public Administration" Kyklos Vol 13, No 2 (1960) pp 172-201

"Underdevelopment seems to go hand in hand with 'underadministration' .... If the process of economic development is to be accelerated and made subject to economic planning, inadequate public administration may well become one of the limiting factors of economic development .... Nowhere is the strategic role of public administration more evident than in the field of agrarian reform without which the increasing requirements of food and industrial materials cannot be met and the necessary release of rural manpower for urban production cannot be achieved. Case studies in India support the conclusion that some of the most important obstacles to agrarian reform are to be found in qualitative defects of the regional and local system of administration.These defects are due to the essentially hierarchical character of inter-personal and inter-group relations which seems to be characteristic of the social organization of many underdeveloped countries. Where cast, color, race, class and party membership separate people into groups which do not share equally the benefits and hardships of economic development defective public administration may actually increase the suspicion, distrust and apathy which can be found in many rural areas. Authoritarian indifference, perfunctory performance of duties and general high-handedness are particularly harmful because they obstruct and defeat the mobilization of popular initiative and participation without which there can be no development."

43 KHAN, Akhter H. and A.K.M. MOHSEN "Mobilizing Village Leadership" The Kotwali Public Works Project Taps a Reservoir of Latent Ability Intl Dev. R. Vol IV, No 3 (Sept 1962) pp 4-9

This description of a pilot project of rural public works in the Kotwali Thana of Pakistan outlines the planning procedures, methods used, and problems encountered and concludes with a long-term plan and recommendations for Pakistan's rural development. Drainage and irrigation works were planned by Union councils, technical and engineering advice as well as supervision and training were supplied by Peace Corps engineers. Farmers, who would otherwise have been unemployed during the dry months (November - May) supplied the labor and accepted wheat provided under U.S. Public Law 480 as part payment of their wages. Local contributions of land and labor and some money were obtained. The assumptions under which the project was planned, which has largely been proven valid is that "rural public works would relieve distress caused by unemployment; increase agricultural production; build the much needed development infrastructure of drainage, irrigation, and communication; create managerial and technical skills; strengthen local government bodies and enable them to raise more taxes."

44 LANDAU, Georges D. "Considerations on an International Administrative Service" Econ. Dev. & Cultural Change Vol VIII, No 1 (Oct 1959) pp 48-68

A review of problems involved in achieving adequate public administration in developing countries where suitably experienced talent is scarce. Criticism of the United Nations plan (i.e., International Administrative Service) includes questioning whether training of native candidates should "be left to the marginal care of administrators alone"; and whether ample supply of qualified candidates could be found. The author proposes an alternative system patterned after Servicios (the U.S. government's technical assistance program in Latin America) Technical personnel of demonstrated professional competence would concentrate on training native counterparts to take over at the earliest opportunity. Interdependent U.N. headquarters sectors are visualized covering (1) training, (2) consultation, and (3) research and documentation. "'In-service' training of the very best variety would be continuously ensured as a matter of course."

45 McAULEY, James "Paradoxes of Development in the South Pacific" Pacific Affairs Vol XXVII, No 1 (1954) pp 139-49

"A characteristic of economic development programmes for underdeveloped countries is the wide discrepancy that often exists between the simple and sanguine view officially taken of the prospects and the great reservations and perplexities which experienced and thoughtful observers actually feel ... The deliberate subversion of the traditional economy of these (underdeveloped) societies and the consequent increase in social tension is not an attractive task in some aspects, but it seems necessary if the development is to take place upon which hopes of better hygiene, housing, nutrition, and so forth are held to depend ... It seems certain that if the West cannot display effective principles of order, some other doctrine will sooner or later fill the vacuum. The state of mind of many Westerners seems to deny this. There is a diffused attitude of what might be called agnostic or sentimental materialism which holds in effect that social unity can be achieved and a new social order established without agreement on principles, merely by the pursuit of a programme of development and welfare, inspired perhaps by general goodwill divorced from theoretical considerations. But (such) programmes ... tend rather to exacerbate the social crisis by setting the elements of society in more rapid motion; so that the need for a common understanding as the basis of law and procedure, of a consensus as the basis of consent, becomes more urgent .... This lack of an intelligible principle lies, (the author thinks) at the heart of Western action in underdeveloped countries."

46 NICHOLLS, William H. "Investment in Agriculture in Underdeveloped Countries" Amer. Econ. R. Proceedings of the 67th Annual Meeting of the Amer. Econ. Assn. Vol 45, No 2 (May 1955) pp 58-73

"On the basis of Turkey's experience, I may sum up in a few words my conclusions on desirable directions for agricultural development policy in underdeveloped countries. In general, more agricultural investment should be allocated to people (intangibles) than to things (tangibles) but, insofar as it is allocated to things, it should usually emphasize the small and inexpensive rather than the large and spectacular. Simple and obvious though such conclusions may appear to be, they are almost universally ignored by underdeveloped countries. However, in so doing, underdeveloped countries confuse the symbols with the substance of the industrial nations of the world. Important though symbols may be in sparking a spirit of progress, their continued over-emphasis can only mean the substitution of recurrent boom-and-bust for the slow-but-sure. Conservative that I am, I would strongly recommend to such countries the latter course."

"To a large extent this means a substantial increase in public investments in the education, health, and practical agricultural knowledge of village people and in the technical personnel to make such investments effective. Particularly, the quality of present agricultural research personnel and programs needs much improvement and the achievement of a broader and more effective dissemination of research findings at the village level deserves top priority. .... Public services should give a major part of their attention to developing simple improvements in tools and practices which will raise productivity per worker without reducing present per acre inputs of labor or animals, which must in any case be maintained on small holdings." (See also the discussion by E.E. Hagen and W. Malenbaum pp 74-78)

47 OAS Integracion Economica y Social del Peru Central (The Economic and Social Integration of Central Peru) Washington, D.C. 1961 3 vols: 181, 80 & 73 pp (paper)

This work is a comprehensive study of the economic development of the region. The development of human resources is given specific treatment. The nature and characteristics of the available human resources are carefully described. It is recommended that an attempt be made to prevent the best talent from migrating from rural areas, that development efforts should be prevented from dissipating their efforts in far-flung enterprises, that further cooperation between administrators of various enterprises would yield good returns, and legislation could be improved so as to aid rather than defeat development efforts. Much statistical data and mapped information is included.

48 OECD Catalogue of Training Institutes in the Field of Economic Development (1962 Edition) Paris 103 pp (French and English)

This catalogue aims to provide detailed information on specialized training programs in economic development in OECD member countries, the United States and Canada; to enable the different Institutions covered to establish closer cooperation amongst themselves; and to encourage universities and other training institutes to meet the ever growing and urgent demand for training in this field, in view of the evident scarcity of training facilities available.

49 OEEC Rural Manpower and Industrial Development Adaptation and Training by H. Krier Paris 1961 . 130 pp

An international seminar on the adaptation and training of workers moving from rural areas to industrial centers was held at Groningen (Netherlands) from Sept. 26-30, 1960 by representatives of eleven European countries and of several international organizations. Under consideration were various stages which mark the movement of work and of life. "The questions raised may be classified under three main headings: (a) How far can industry hope to recruit rural workers to the extent of its needs? This is the problem of the quantitative adjustment of rural workers to the needs of industry. (b) Under what circumstances are industry and the workers themselves satisfied with the conditions of industrial employment? This is the problem of the adaptation to industrial work within the framework of the factory. (c) But the movement from agriculture to industry involves effects which go beyond the scope of the individual factory ... It is the problem of adaptation to the new kind of life and to the new social environment."

50 PAPANEK, Gustav F. "Framing a Development Program" International Conciliation No 52 (March 1960) 66 pp 35¢

Three sections cover "Determining the Composition of a Development Program", "Composition of a Technical Assistance Program" and "Criteria for International Programs". Noting the value, and the difficulty of measuring the value, of human resources development, the publication's editor-in-chief describes the article as follows: "It is difficult to measure the contribution to development of a better educated or healthier individual, especially in money terms, though in theory it need not always be impossible. In the case of malaria control, for instance, increased production resulting from the elimination of malaria could be considered the output of this project. But the facts for such calculations are rarely available and the assumptions required would be of a kind usually called heroic. It would be even more difficult to measure the productive effects of other projects in these fields - primary education, for instance. Projects that contribute to human well-being and effectiveness usually not only lack a marketed output, but they are also the ones whose non-economic, non-measurable effect is particularly important. Even if malaria control has no direct effect on production, it may be highly desirable because it increases support for the government, helps change values and motives, and increases human well-being."

51 SADIE, J.L. "The Social Anthropology of Economic Underdevelopment" The Economic Journal Vol LXXII, No 286 London June 1960 pp 294-303

This article supports the thesis that the economic condition of the underdeveloped community is fundamentally a function of its social-cultural customs and institutions. Based on a study of the South African Bantu and their community-centered society, it holds that "development from above" must be accompanied by a policy of "development from below", involving the measures usually applied in the community project approach.

52 SCHULTZ, Theodore W. "Human Wealth and Economic Growth" The Humanist Vol XIX, No 2 1959 pp 71-81

This article takes issue with the thesis of Galbraith's The Affluent Society which holds that we are now putting too much emphasis on economic growth. Where the American economy has fallen short, according to Dr. Schultz, is in omitting an important part of wealth -- human wealth (human capital or investment in ourselves). He feels that this human investment carries radical implications for our thinking about the rest of the world. It implies that fewer steel mills and other big plants should be built in the underdeveloped countries and more invested in the people of those countries, as we have invested in ourselves. The key to economic development is in man himself, and not in material resources. The reason most people never dreamed of the fast rate of recovery of Germany, for instance, was because too much emphasis was put on plants, machinery, railroads and buildings. It was the human capital that went to work.

53 SINGER, Hans W. "Education and Economic Development" Annex IV pp 107-11 Final Report of the UNESCO Conference of African States on the Development of Education in Africa - Addis Ababa 1961 Paris 1961 130 pp

"The fundamental problem is no longer considered to be the creation of wealth, but rather the creation of the capacity to create wealth. Once a society has acquired this capacity to create wealth, then creation of wealth itself becomes almost incidental; it follows quasi-automatically. What is this 'capacity to create wealth'? Essentially it resides in the people of a country. It consists of brain power, it is based upon the application of systematic research to the problems of production and of the best organization of the economic institutions of a country, research systematically pursued and systematically applied... While technical assistance may help underdeveloped countries to achieve 'built-in' progress, it can never be a substitute for it. True progress, based as it is on human investment must always be a domestic product, even though it can be nursed, assisted and stimulated from abroad."

54 SPENGLER, Joseph J. and Otis D. DUNCAN Demographic Analysis Selected Readings The Free Press Glencoe, Ill. 1956 819 pp

Among articles on population as it relates to economic development and the efficient use of manpower are "Demographic Factors in Labor Force Growth," and "Utilization of Human Resources through Industrialization." Regional and country studies are included.

55 STANFORD RESEARCH INST. Economics Research Div. Manual of Industrial Development with Special Application to Latin America for U.S. Foreign Operations Administration Washington, D.C. 1954 208 pp + App. A; App. B - Industry Profiles (bound separately) 83 pp

The manual proposes a method of analysis for making a rational selection of the specific types of manufacturing industry likely to be most effective in raising the productivity and the living level of an area under development. In the testing of candidate industries it is proposed that consideration be given to the contribution various industries would make through on-the-job training in alleviating shortages of persons with the skills and work habits required in industrial operations. Two types of industries that have special attraction for this purpose are discussed.

56 THEODORSON, G. A. "Acceptance of Industrialization and Its Attendant Consequences for the Social Patterns of Non-Western Societies" American Sociological R. Vol XVIII, No 5 (Oct 1953) pp 418-38

"It is the main thesis of this paper that the industrialization of non-machine societies will eventually lead to the development of new societal patterns. These patterns will resemble, in time, certain dominant patterns of western industrialized society, which may not be rejected by any people who accept the machines of the West. The view that only very limited aspects of western culture can be imported into the non-machine societies while certain other 'less desirable' aspects can be excluded is naive, unless it is based on an understanding of those aspects of culture which are independent of the industrial economic institution, and those which are inextricably tied up with it.

.... Knowing what must accompany industrialization would save time, money, and effort, and prevent confusion. Any attempt by planners to stop an inevitable social change accompanying industrialization at the same time that industrialization is being encouraged, will increase disorganization and make it impossible for them to achieve their goals. On the other hand, knowledge of what need not change may be used to soften the impact of industrialization, appease vested interests to some extent, and intelligently blend the new with the old. This paper contributes only indirectly to the solution of the latter problem."

57 UN Econ. Comm. for Asia & the Far East Programming Techniques for Economic Development with special reference to Asia and the Far East Report of the First Group of Experts on Programming Techniques Development Programming Techniques Series No 1 Bangkok 1960 130 pp $1

"Economic phenomena cannot be shaped without taking into account some of the other aspects of human life. In the specific field of programming a country's development, one of the clearest examples of a relationship between economic and 'non-economic' factors is to be found in the field of manpower planning. Another example of such interdependence can be found in the field of training and education, where the need for planning is just as great as in purely economic development. The interrelations are wider than that, however; a certain level and content of education may not only be a pre-condition for development as such but may be an end in itself. Ideally, planning should cover all interdependent fields ... Chap. VIII devotes "particular attention to the role of training and education for the assurance of an adequate and appropriate supply of manpower and to facilitate greater equality of income distribution. While training and education can directly increase a country's ability to meet its manpower targets, they also help indirectly to reduce inequality of opportunity and make income distribution less uneven. Since the highly uneven income distribution in underdeveloped countries is one of their weakest spots, making for potential instability and lack of coherence of society, this indirect effect may well be as important as the direct effect."

58 US DEPT. OF HEALTH, EDUCATION & WELFARE Education and the Development of Human Technology by K.L. Neff, OE 10018 Bul. No 23 Gov't Printing Off. Washington, D.C. 1962 34 pp (pamphlet)

The author, a specialist on Southeast Asian countries in the Bur. of Int'l Educ., HEW, makes the point that current emphasis on educational or human resource development planning in many cases presupposes a knowledge of how human and other resources will be used. He feels that unless planners are cognizant of, and attempt to estimate, the degree and nature of the economic and social change which education can induce, the country may continue to be underdeveloped culturally as well as economically. Many plans assume that the country involved will somehow magically find the most efficient ways to use their resources. A plan of action that includes methodology for inducing functional change in the society is needed. Basic to this would be a valid functional theory of economic development, constructed by determining the apparent maximum change potential of a given society and its probably change potential. The key to well-conceived educational planning for economic development is comprehensive research that includes examination of the country's social structure and value system. The author concludes with the observation that national governments or agencies find it difficult to formulate public policy and allocate funds to induce change in the "hallowed area" of the national culture.

59 YOUNGER, Kenneth The Public Service in New States A Study in Some Trained Manpower Problems Oxford Univ. Press London 1960 113 pp

A description of the problems (especially those in Nigeria) arising in new states whose independence is gained faster than the availability of trained local public servants. "The speed of political evolution in almost all dependent territories tends to outstrip the speed at which the educational system can meet the new demand, so that the moment of self-government or independence finds the new government still relying upon a considerable number of over-seas officials both for routine administration and, even more, for the implementation of new and ambitious development plans ... The effect of consitutional change upon the public service in (this) selection of territories suggests that, despite wide variations in the scale of administrative problems and in the length of time required for their solution, most of the problems are likely to arise, with differing degrees of severity, in everyterritory approaching independence."

See also Entries 375,376.

60 BENHAM, F. "Education and Economic Development in the Underdeveloped Countries" Intl Affairs Vol XXXV, No 2 (Apr 1959) pp 181-87

This article discusses the relationship between economic development and education and poses the question: which should come first? Although immediate universal education is the desired goal of most underdeveloped areas, "the root of the difficulty is that the people of most underdeveloped countries are so poor. They cannot possibly afford all the educational facilities which they ought to have. The amount of external aid likely to be available is limited. Hence it would seem that the only real and permanent solution is to raise their real incomes by speeding up the economic development of their resources. As their real incomes rise, they will be able to afford more expenditure on education and other social services. In the meantime, however, it may be necessary for them to go more slowly in this field than they would wish; and most of them, however reluctantly, are following this course, and giving more priority to public expenditure which will raise output and incomes."

61 BERG, Elliott J. "Backward Sloping Labor Supply Functions in Dual Economies -- The Africa Case" Quarterly J. of Economics Vol LXXV, No 3 (Aug 1961) pp 468-92

"The shape of the aggregate labor supply function -- the 'ordinary' function relating aggregate quantity of labor to wage rates -- cannot be predicted a priori, since it depends on the net outcome of two contrary changes that follow a wage change; changes in the number of villages in wage employment and changes in the average time each man spends at work. In the early years the aggregate supply of labor to the exchange economy as a whole probably tended to be backward-sloping in relevant ranges; a rise in wages induced few new men into employment while it encouraged many of those in paid employment to cut short their stay. In contemporary Africa this is no longer true; a wage rise stimulates relatively more men to emigrate into paid jobs and leads far fewer to reduce their time in paid employment. And when account is taken of the international character of African labor markets it is most unlikely that for any given country (a fortiori for any given industry or firm) the aggregate supply of labor was ever negatively elastic with respect to wage rates."

62 BOWMAN, Mary J. and C. Arnold ANDERSON "The Role of Education in Development" pp 153-80 from Development of the Emerging Countries - An Agenda for Research R.E. Asher (ed.) Brookings Institutions Washington, D.C. 1962 239 pp $3.75

This paper emphasizes the way in which education (defined to include schooling, on-the-job training, extension services, mass communication) enters into economic activity rather than simply what it costs or how resources are mobilized for it. The authors urge research on problems of teacher supply not, for example, by additional inventorying of teacher manpower and projection of needs for teachers, which are only surface data, but through examination of underlying factors such as reasons for unused or underused teaching resources, incentives that could bring them into use, etc. "Estimates of manpower needs and their educational implications facilitate planning but contribute little to identifying ways in which this or that sort of education might impinge on the economy." The authors stress that factors conducive to educational "diffusion" (how readily is schooling diffused through a self-generating process) must be known before an effective educational strategy can be formulated. More generalized multiplier and diffusion theory is needed, joining the approaches of the economist with those of other social sciences and taking the time element into account along with possible discontinuities and minimal reaction thresholds. Successive imbalances in investment, concentrating now in one sphere and later in another, are important for education as well as other investments. For education consideration of marginal returns to different components in the education mix under varying conditions is required.

Effective research on the role of education in social change calls for versatility in methods and broad competence -- skill in the more sophisticated mathematical techniques comes at the bottom of the list. Well-oriented "grubbing" is more essential. The paper concludes with a list of six top-priority research topics which are interesting and challenging: (1) Teacher supply problems - which are critical in educational development. (2) *Diffusion of education and its influence* on diffusion of other traits. (3) Role of education in social mobility in developing countries - essentially to identify strategies contributing to emergence and strengthening of middle strata. (4) Exploration of the possibilities of rural education in various media. (5) Education of elites - the nature of elites, their training, what they can do, how they can become more effective agents of change. (6) Experimentation in the use and subsidization of enterprise - linked training - this ranges from on-the-job training in lesser skills and strictly vocational apprenticeship to academic schooling provided by private concerns.

63 CORREA, H. and Jan TINBERGEN "Quantitative Adaptation of Education to Accelerated Growth" Kyklos Vol XV, No 4 1962 pp 776-785

The authors, well-known economists at the Netherlands Economic Institute, have developed a simple input-output model of education and its relationship to production. Some of the important assumptions implicit in the model are: (1) education must precede other factors in the production process due to long lead times involved; (2) there is a fixed relationship (considered a technical coefficient) between the number of persons with specific education levels (secondary and higher in this paper) and the volume of production of the economy involved; (3) there is full employment of graduates of the education system; (4) primary, secondary and higher education are all of six years duration; (5) all secondary school teachers have had college educations; (6) teacher-student ratios are fixed over time; (7) production grows exponentially over time; (8) all economic activity is fully aggregated and represented by production volume in billions of dollars; (9)"complementarity" of labor on different educational levels is assumed; i.e., an increase in the volume of intensity of capital requires an increase in the educational level of the labor force; (10) there is substitutability of labor; i.e., it is assumed that a person with educational level "i" is equally well equipped for all work which requires this level of education.

64 DALTON, G. "Economic Theory and Primitive Society" American Anthropologist Vol 63, No 1 (Feb 1961) pp 1-25

While all economic systems share certain common factors, there are structural differences between industrialized and primitive economic systems which make them different in kind rather than degree and the nature of these structural differences "makes Western economic theory inapplicable in the analysis of primitive economy." Implementation of "economic growth" requires that the nature of the primitive economy "being dismantled" be understood as well as the market industrialism which is intended to supplant it.

65 DEANE, Phyllis Colonial Social Accounting Economic & Social Studies XI National Inst. of Econ. & Social Research Cambridge Univ. Press London 1953 342 pp

Based on an inquiry into national income of the two central African colonies, this volume illustrates the ways in which national income accounting (or social accounting) can be used to illuminate the structure of an economy where it is necessary to compare the real income of an African working in the mines with that of his family producing subsistence crops in the villages, a necessary exercise if we are to "establish any firm conclusions as to the mainsprings of economic behavior in African rural communities, on the motives for work and leisure, and on the relevance of the money values of an incomplete price system to the system of values of a community living in semi-subsistence conditions."

66 FROMONT, Pierre Economie Rurale Librairie de Medicis Paris 1957 528 pp 30 fr.

For Western (especially American) economists interested in newly developing areas, the important part of this book devoted to the subject of agricultural production is that the model under study is a typical French family-operated farm rather than the large-scale, highly capitalized and mechanized midwestern U.S. farm. Of particular interest is the introduction which analyzes the nature of agricultural production and especially those aspects which differentiate it from other types of production, including its unique economic and social problems. A final chapter examines the law of decreasing rural population and refines the concept of rural exodus, relating it to agricultural and industrial technology and providing another economic tool for use in the study of economic development.

67 HAGEN, Everett E. On the Theory of Social Change - How Economic Growth Begins Dorsey Press Homewood, Ill. 1962 544 pp $10

After examining the history and theory of economic growth in various countries, the author concludes that economic theory "has rather little to offer toward an explanation of economic growth, and that broader social and psychological considerations are pertinent." A fully defined model of society is then evolved which stresses the chain of causation from social structure through parental behavior to childhood environment and then that from childhood environment through personality to social change.The author holds that the innovational creative aspects of personality are not developed by traditional societies. Since innovators are essential to the process of economic growth, a major problem is how to develop such personalities in these societies. The second half of the book is devoted to case studies of economic growth in England, Japan, Colombia, Indonesia, Burma and the Sioux. Of Japan he says, "Relevant major differences between Japan and other non-Western societies, I suggest, were both freedom from the negative effects of colonial disruption and the repeated long-continued withdrawal of expected status from important groups in her society which drove them to retreatism, caused them to emerge alienated from traditional values and with increased creativity, and, when other means of regaining self-assurance seemed not available, led them to technological progress."

68 HANNA, Paul R. "Conventional and Unconventional Education for Newly Developed Countries" America's Emerging Role in Overseas Education Syracuse Univ. School of Education Syracuse, New York 1962 156 pp

Presents a "non-mathematical model for national investment in education to create human capital." Concepts and terms are borrowed freely from economic and communication sciences. The result "may serve the purpose of helping to diagnose and prescribe conventional and unconventional education for developing nations."

69 HARDING, C. F. "The Social Anthropology of American Industry" American Anthropologist Vol 57 (1955) pp 1218-31

A general theoretical statement using modern American industrial society as a model for analysis of industrial institutions at the level of the individual. Whether complex or simple, industrial organization may be viewed from two approaches: the organization as a network of relationships; the symbols important to the people who make up the organization. All individuals involved must be capable of adjusting themselves to the work process demands within the frame of relationship networks and important symbols. The model provides cross-cultural variables in technological development situations. An extensive bibliography is appended.

70 HERSKOVITS, Melville J. "African Economic Development in Cross-Cultural Perspective" Amer. Econ. R. Papers and Proceedings of the 68th Annual Meeting of the Amer. Econ. Assn. Vol 46, No 2 (May 1956) p 452

A stimulating and provocative statement of the need to devise models for economic growth in economically underdeveloped areas fitted to the realities of the societies in which they are to be operative and to set up programs on the basis of existing models. "Perhaps the most difficult thing for planners -- and students as well -- to fit into their'frames of reference is that what peoples under tutelage learn from their tutors is continuously being projected against their own pre-existing cultural background; that however simple a technology and an economic order may be, they exist as hard psycho-cultural facts; that no people present a historical tabula rasa on which the planner from outside may write as he will."

71 HORVAT, Branko "The Optimum Rate of Investment" The Econ. J. (London) Vol 68 (Dec 1958) pp 747-67

An economist at Manchester Univ., proposes to consider maximization of production through time (rather than maximization of utility) in determining the optimum rate of investment. He views the economy as a giant productive machine, the inputs into which determine the amount of goods the machine will produce. There is, however, a limit to the degree to which investment, or an increase in input, will cause increased productivity. Horvat designates this limiting factor as the "A-factor" that includes knowledge, health, personal consumption, economic and political organization. The investment-production function then depends on the quantity of investment and the absorptive capacity of the economy. Given the A-factor, the economy of a country is able to produce any amount of investment that can be productively applied. The author distinguishes between developed and underdeveloped countries using this idea of absorptive ability. In an underdeveloped country consumption is low, health is a limiting factor, the level of earning and skill development is low,and inefficiencies in organization inhibit growth. As an economy develops, poverty lessens and the general health level increases, while social, political and economic organizations and institutions are stabilized and rationalized. At this stage of development knowledge alone acts to limit the amount of investment that may be productively absorbed by the economy. Horvat's concluding thesis is that the "production coefficient" of an economy will be optimized by selecting a level of investment which corresponds to that level which the society's level of knowledge will be able to absorb. He applies the theoretical formulation to an empirical case of the Yugoslavian economy.

72 KASER, Michael "Needs and Resources for Social Investment" International Social Science J. Vol 12, No 3 (1960) pp 409-33

This is a detailed account of a series of nine meetings of private scholars and staff of various specialized international agencies who sought to establish the basis of a more rational allocation of resources between social and other objectives -- a particularly acute problem in the early stages of rapid economic development. A unanimous report was impossible due to lack of agreement with respect to the principle of measuring social outlay, and with respect to deductions which could be made from such measures. The outlay for education - investment in man - occupies a central place in the discussion. The only conclusion reached was that a little of the time and money now used in directly advancing human welfare could well be used in studies to make those efforts more effective.

73 LEIBENSTEIN, Harvey Economic Backwardness and Economic Growth John Wiley, New York Chapman & Hall, London 1957 295 pp $6.95

Professor Leibenstein has written an interesting book on the pure theory of economic development. Its central theme is the now familiar one that a "critical minimum effort", i.e., a particularly powerful stimulant or series of stimulants (regardless of character), is neededto send an underdeveloped economy off along the path of sustained growth in per capita income.... To hurdle these barriers (economic and cultural obstacles) to sustained growth, powerful stimuli are needed, and because the equilibria of backward areas are not stable in the large, these stimuli can be expected to set the growth process going. At certain critical minimum income levels, we can ordinarily expect "human investment" to occur, that is investment in various types of human capacities; higher levels of saving can and ordinarily will evolve, making possible and economically feasible the broad range of investment outlays required in the initial stages of development; the onset of attitudes conducive to a decline in fertility rates will take place, as well as the breakdown of attitudes resistant to change; and so forth. Of equal importance, a large enough stimulus will induce a rapid income growth at the outset such as to create an atmosphere of growth. On the one hand, this atmosphere is needed to engender attitudes that in themselves contribute to any sustained growth process, like the willingness to engage in new forms of enterprise and work. On the other hand, an atmosphere of growth is needed to prevent the development of attitudes hostile to growth, like the desire to erect various protective devices for entrepreneurs and workers alike, as well as to discourage familiar types of trading and speculative activities (in land, inventories and other types of wealth) that tend to divert energies, skills and resources away from growth-promoting enterprises. A similar (if somewhat strained) argument is set forth relating the growth in use of knowledge and skills to anticipated rates of per capita income growth. .... A concluding chapter is devoted to a critical examination of a number of current investment criteria for economic development. The nub of Leibenstein's criticisms is that these criteria have in common the failure to take account of certain long-run, feedback effects of different investment policies on the rate of population growth, future saving habits, the expansion of entrepreneurship, labor skills, etc. However, much of what he says seems to be consistent, particularly, with the "social marginal productivity doctrine", broadly interpreted, and what he offers in place of this principle, at least, seems to be of little help in the implementation of actual investment policies. (AER Dec 1958, p 1020)

74 MYINT, H. "An Interpretation of Economic Backwardness" Oxford Economic Papers (New Series) Vol VI, No 2 (June 1954) pp 132-63

"In current discussions the terms 'underdeveloped' and 'backward' are generally used as though they were completely interchangeable by applying them to aggregate geographical concepts such as 'countries', 'areas' and 'regions', or by equating them with certain broad indices such as low incomes or capital investment per head. It is more illuminating in my view, to give these terms different connotations by using the former to mean underdeveloped resources, and the latter to refer to the backward people of a given area. In this paper I shall argue that this distinction is fundamental to the understanding of the nature of economic backwardness."

75 NASH, M. "The Multiple Society in Economic Development" American Anthropologist Vol 59, No 5 (Oct 1957) pp 825-33

"The unit of study for economic development is a political one."

Too often generalizations about national development are derived from studies of a single set of cultural traditions. Nash proposes the concept of "multiple society with plural cultures" as a starting point for analysis of political, economic and cultural variables in an underdeveloped country. Guatemala and Mexico are cited illustratively.

76 ORCUTT, Guy H., Martin GREENBERGER, John KORBEL and Alice M. RIVLIN Microanalysis of Socioeconomic Systems: A Simulation Study Harper & Bros New York 1961 425 pp $8

A book for computer-oriented sociologists, this attempt to construct a model capable of making predictions about such elements as population, higher education, and labor force participation combines the results of sample survey techniques with recent computer technology. Such studies are often hampered - among other items - by inadequate data inputs.

77 OSHIMA, Harry T. "A Strategy for Asian Development" Econ. Dev. & Cultural Change Vol 10, No 3 (Apr 1962) p 294

After examining the maladjustment between rural and urban sectors in Asia, which is intensified by a policy of industrialization, the author bases his program for developing Asian countries on the rural sector where an extensive program of agricultural research, village development through extension and education, credit extension, land and tenure reforms, etc., can overcome stagnation in agriculture. Since rice and other major farm products comprise more than half the value of GNP in Asia, an improvement in agriculture, "e.g., a better rice seed which raises productivity per acre 10%, will imply a net return perhaps several times more than a technique that raises productivity; e.g., of shoe manufacturing, 10% (most Asians are too poor to buy shoes anyway.)"

Since most households are existing below subsistence levels, increased productivity and hence income can be expected to create a dynamic situation which will increase innovation and reinvestment in farming as well as increasing consumption. The author questions the relevancy of Chenery's and Mahalanobis' mathematical calculations and Hirschmann's 'linkage' effects for the formation of public policy and proposes "to use the existing means of production and consumption more intensively and productively, by getting the state to concentrate on the improvement of existing labor skills, technology, farms, crafts, and communities, leaving industrialization to private initiative. The development of new industries, new technology, and new communities by the state is too expensive for Asian countries at the present time."

78 OWEN, John P. "Methodology in Economic Development, A Comparative Analysis" Southern Economic Journal Vol XXIII, No 2 (1956/57) pp 126-33

A few methodological pointers along the route leading to a general theory of economic development are stated: "A requirement of the highest priority imposed upon researchers in the field of development is to discard the customary assumptions that apply in short-run theoretical analysis; namely, that capacity, technology and the social and political framework are fixed. The number of variables which the relaxation of these assumptions permits to influence development is terrifyingly great. This ineluctable fact imposes a second vital requirement upon the researcher; to wit, the concentration of attention upon the generally controlling variables. Rostow, for example, selects six key propensities as areas in which investigation should be centered: (1) the propensity to develop fundamental science, (2) the propensity to develop applied science, (3) the propensity to accept innovations, (4) the propensity to seek material advance, (5) the propensity to consume and (6) the propensity to reproduce. It is apparent that a penetrating understanding of these broad propensities is impossible without a far more profound knowledge of human motivation and of the interrelationships between social institutions and individual behavior patterns than are currently available. The burden upon psychologists, cultural anthropologists, and sociologists to make basic findings in this sector are heavy indeed. The burden upon economists to integrate these findings with their own researches will be only a little lighter. A third formidable requirement imposed upon the social scientist working in the field of development is to give - whenever possible - quantitative expression to the key propensities selected for analysis and to find ways of relating these functions to current levels of performance. It is here that the economist is making his basic contribution and, it is to be hoped, will continue to set the pace of research."

79 SANDERS, D.P. Patterns of Educational Change during Economic Growth Dissertation Submitted to the School of Education and the Comm. of the Graduate Division Stanford Univ. Stanford, California unpublished June 1962 252 pp (typewritten)

Develops a model of educational growth and relates it to accepted measures of economic growth in three countries: the United States, Sweden, and Japan. The approach is mainly historical and statistical. Finds that economic growth is highly correlated with educational growth, and that the pattern of educational growth begins with increased enrollment at the primary level and proceeds up the educational ladder with a decreasing rate of change.

80 SAUVY, Alfred "Investment, Welfare and Employment" Intl Labour R, Vol LXIX, No 4 (Apr 1954) pp 321-37

By an analysis of the long-term effects of technical progress on employment and the satisfaction of needs the author attempts to draw up some general principles to be taken into account in an investment policy, for example the importance of coordinating investment programs so that account is taken of economic advantages and also temporary difficulties of adaptation. The purpose of this article is not to expound a general theory of investment in a capitalist economy. Such a theory has yet to be evolved. It is proposed simply to draw up some general principles on which the theory can be based and from which it should be possible to draw up a development policy, with particular reference to employment."

81 SETON, F. "Industrialization in Overpopulated Areas, A Geometric Interpretation of Certain Aspects" Oxford Econ. Papers Vol 12 (June 1960) pp 202-14

"It is often thought that the greatest potential for development in many areas of the world lies in the transfer of surplus agricultural labour to 'industry' -- where this is taken to include constructional activity of all sorts, whether urban or rural. In this article (the attempt is made) to reduce to formal terms a number of the questions most commonly associated with such a policy: (1) What are the economic constraints which limit the pace of the transfer, i.e., the terms on which industry can secure the release of labour from agriculture in exchange for its own products; and what is the 'best' that can be achieved, given these terms? (2) If the terms themselves are variable, e.g., at the cost of limiting the pace of capital accumulation, what determines the 'best' terms that should be sought? (3) To what extent, if any, is this optimum independent of the subjective weights given to the claims of consumption and capital accumulation?.. Interest centres on the formal and conceptual apparatus that may be brought to bear on these problems. Much that is relevant and all too real is therefore neglected."

82 SPENGLER, Joseph J. "Sociological Value Theory, Economic Analyses, and Economic Policy" Amer. Econ. R. Papers and Proceedings of the 65th Annual Meeting of the Amer. Econ. Assc. Vol XLIII, No 2 (May 1953) pp 340-9

"In this paper I touch upon five questions: (1) Why do economists trouble themselves about behavior determinants which are 'noneconomic' in character or which lie outside the economist's usual model or framework of reference? (2) What is meant by values, value orientations, and value systems, as those terms are presently employed? (3) Are values measurable in a sense similar to that in which Marshall believed the motives dominating business life to be measurable? (4) In what manner is the behavior which economists study affected by values and value changes? (5) In what respects if any may the findings of sociologists and anthropologists respecting values and value orientations prove of use to economists?... In summary, while the long-run prospect of value theory in economic analysis appears to be better than its short-run prospect, the latter can be improved through greater emphasis upon value systems in historical and comparative studies and through the addition of value-system manipulation to the arsenal of manipulative economics. Account will, of course, have to be taken of relations which I have had to ignore; namely, the relations of value orientations to other components of the relevant societal or social system."

83 THOMAS, J. Alan Education and Economic Growth Working Paper Stanford University Stanford, Calif. 1961 11 pp (mimeo)

A mathematical model is constructed based on Branko Horvat's article "The Optimum Rate of Investment." In this model expenditure for current operation of public schools is accepted as an index of knowledge. "The major thesis of this paper is that (productivity) is optimized by selecting a level of investment which corresponds to that level which the society possessing a given level of knowledge will be able to absorb."

84 WONNACOTT, Paul "Disguised and Overt Unemployment in Underdeveloped Economies" Quarterly J. of Economics Vol 76, No 2 (May 1962) pp 279-97

"The concept of disguised unemployment has been a recurring one in the literature on underdeveloped countries ... There exists a sharp difference of opinion between those who consider disguised unemployment to be an important factor in underdeveloped economies and those who deny that there is evidence of its existence - a by no means unique phenomenon in economic literature. The purpose of this paper is to point out that, as is so often the case, this difference of opinion is complicated by a definitional and conceptual problem ... The concept of 'marginal productivity of labor' may be ambiguous in an underdeveloped country. If the populace is so poorly nourished that its working capacity is thereby impaired, the marginal productivity of labor may be zero (or even negative) in the sense that total production might not be diminished (and might even be increased) if workers were removed from the labor force and also from the consuming population, even though the marginal product is positive in the sense that each individual worker, by his labor, does add to the total product."

85 YOUNG, F.W. and R.C. "Two Determinants of Community Reaction to Industrialization in Rural Mexico" Econ. Dev. & Cultural Change Vol 8, No 3 (Apr 1960) pp 257-64

"A key-informant structured survey of the 24 villages surrounding a five-year-old industrial center in the Mexican central plateau indicates that two factors, population size (over 1000) and distances from the factory center (less than five miles) determines most of the variance of a seven item Guttman scale of economic contact."

STATISTICS

See also Entries 160,173,180,879,1016.

86 GINSBURG, Norton Atlas of Economic Development Foreword by Bert F. Hoselitz Statistical Analysis by Brian J.L. Berry Univ. of Chicago Press Chicago, Ill. 1961 119 pp $7.50

An outstanding compilation of various types of national statistics ranked and presented in map form, aimed at describing the growth of nations. It provides an important analytical tool in the development of a better and more integrated theory of economic growth. Sections 13-16 in Part III on Organization of Population deal with "Literacy", "Daily Newspaper Circulation", "Primary School Enrollment" and "Post-Nursery School Enrollment". All sections taken together provide a profile or "socioeconomic landscape" for any given country.

For Ceylon, that part of the profile describing education and literacy is as follows: "Literacy in Ceylon is rather high, between 60 and 65% of its adult population being literate, and this promises well for the future. Newspaper circulation, however, is rather low, higher it is true than in most of its Asian neighbors, but low enough to suggest both a low quality of literacy and a very low purchasing power for much of even the literate population. The high literacy rate reflects Ceylon's efforts to provide basic education for its large youthful population, but in terms of more advanced schooling Ceylon ranks very low, along with many other Asian countries with lower literacy rates. This break between basic and more advanced education is a characteristic of most low-income countries, and it has serious implications for the abilities of these countries to utilize known technologies for increasing the efficiency of their economic systems. In any event, it appears that ideas can "get around" in Ceylon more easily than in areas with very low literacy, poor primary education systems, and populations almost entirely dependent upon subsistence agriculture, but the prospects for social interaction are considerably less than in the higher-income countries of Western Europe, for example, or in Japan.

87 INDIA, Min. of Labour & Employment, Dir. Gen. of Resettlement and Employment National Classification of Occupations Occupational Titles with Draft Definitions Delhi 1958 Looseleaf

In March 1958 a Working Group, representing the major users of occupational data in India, agreed upon a three-digit classification system based upon the International Standard Classification of Occupations, approved at the Ninth International Conference of Labour Statisticians, but with some modifications to suit Indian conditions. This classification system and code structure has now been adopted by the Indian Employment Service; in this publication the three-digit code structure has been enlarged to five digits to accomodate occupational definitions. (ILR Jan 1960)

88 ILO The International Standardisation of Labour Statistics New Series No 53 Geneva 1959 124 pp $1

The first edition of this work was published in 1934 and the second in 1943. Because of greatly expanded international activities in the field of labour statistics since the end of the Second World War, however, a new edition has become necessary. The first part of the present edition consists of a general description of the work done at the international level for the standardisation of labour statistics. The second part, which is divided into sections according to subject matter, reproduces the basic documents containing relevant international standards; these texts are accompanied in each case by a brief historical introduction and a list of documentary references. (ILR Nov 1959, p 458)

89 ILO (World) Year Book of Labour Statistics 20th Edition
Washington, D.C. 1960 551 pp $6

Summarizes principal statistics relating to labour in all parts of the world. Data used are official; generally annual series through 1959, with monthly and quarterly data through first half of 1960. Includes sections on: total and economically-active population, employment, hours of work, wages, consumer prices, family living, social security, industrial injuries, industrial disputes. Tabular data, for nations, continents, etc. Includes brief technical discussion of statistics; text, table headings, and notes in English, French and Spanish.

90 Intl Labour R. "The Measurement of Underemployment"
Vol LXXVI, No 4 (Oct 1957) pp 349-66

"The systems of labour force, employment and unemployment statistics evolved by most countries for national use and international comparison have generally failed to reveal the extent of underemployment, although information concerning its various aspects would ... be of great value in promoting economic development and in solving the problems raised by migratory movements and by marked seasonal irregularity of employment, especially in agriculture. This article, which is largely based on the report by the ILO .... attempts to lay the foundations for a system of underemployment statistics."

91 Intl Labour R. "The Ninth International Conference of Labour Statisticians" Vol LXXVI, No 3 (Sept 1957) pp 278-91

"Crowning almost ten years' study by the Office in consultation with the various governments and advised by several groups of experts, the Ninth Conference endorsed an International Standard Classification of Occupations (the basis of which has been laid by the Seventh Conference) including nine major groups, 73 minor groups and 201 unit groups. This Classification will be put to the test when the various national censuses are held around 1960." The conclusions of the Ninth Conference on the measurement of underemployment ... provide a basis for action in what has hitherto remained, internationally speaking, almost virgin territory. "Furthermore they show that it is both necessary and possible to extend the studies of labour force employment statistics which, at least as far as the economically more developed countries are concerned, were brought to an advanced stage at the Sixth and Eighth Conferences by the adoption of resolutions concerning statistics of employment, unemployment and the labour force."

92 Intl Labour R. "The World's Working Population" Its Industrial Distribution Vol LXXIII, No 5 (May 1956) pp 501-21

This article "concentrates especially on the aspects of the labour force of primarily economic significance, such as the distribution of the labour force by basic economic sectors, the trends and the current disposition of the industrial labour force in chief manufacturing industries, and the relationship between the distribution of labour force and national product by economic sector."

93 OECD Manpower Statistics 1950-1960 Statistical Bul. Paris 1961 89 pp Tabn.

Annual figures for member countries. The tables are standardized for all countries and drawn up in such a way as to give a general picture of the trend of the manpower and employment situation during the period for each country.

2. ECONOMICS OF HUMAN RESOURCES

INVESTMENT IN HUMAN RESOURCES — THE CAPITAL CONCEPT

See also Entries 2,22,68,71,152,421,1087.

94 ARDANT, Gabriel Le Monde en Friche Presses Univ. de France Paris 1959 307 pp 14NFF

The author believes that underdeveloped areas must look primarily to their own energies and resources (neglected wealth and dormant human capital) to raise their living standards. Planned full employment is considered in Part II and III, while Part IV considers intellectual investment.

95 AUKRUST, Odd "Investment and Economic Growth" Productivity Measurement R. No 16 (1959) pp 35-53

Examining the popular theory of economic growth, that national product of a country increases at about the same rate as the country's real capital, Aukrust argues that the "human factor" (organization, professional skills, and technical knowledge) is at least as important to the rate of economic growth as the volume of physical capital. He concludes that the "human factor" as the driving force in the process of economic growth deserves much greater attention than it has received so far and that it is not unlikely that economic growth can be considerably increased if we make new efforts in the fields of education and scientific research.

96 DALTON, Hugh (Lord Dalton) Some Aspects of the Inequality of Incomes in Modern Communities G. Routledge & Sons, Ltd London 1920 360 pp

Takes note of the many desirable economic changes which would result from greater investment in education. In addition to the direct and indirect effects upon productive power, the inequality of incomes would be reduced and "vertical mobility" of workers increased.

97 ECKAUS, R.S. On the Comparison of Human Capital and Physical Capital Econ. Dev. Program C/61-7 Center for Int'l Studies Mass. Inst. of Technology Cambridge, Mass. 1961 46 pp (mimeo)

"This paper is mainly an attempt to pose the issues of investment in education in a manner susceptible to economic analysis ... Economic analysis of education potentially can contribute a great deal to the understanding required for the formulation of an educational policy which will make the best use of human resources and contribute most to economic growth ... The particular objective of this paper is the analysis of the significance of higher education in economic growth ... Part II discusses educated labor as a productive capital factor in the economy and its particular characteristics. Part III explores the implications of this analysis for the demand and use of labor with a higher education. The analytical approach is extended in Part IV to a consideration of the conditions of supply of labor with a higher education ... A conclusion which emerges most clearly from the foregoing discussion is that educated labor, though undoubtedly a productive capital resource, is not really like most physical capital as far as its market characteristics are concerned. It is quite different in the terms of the demands for its services and in the conditions of its supply. It would be misleading to think otherwise. A final example will help illustrate this point. There has been a good deal of concern in the U.S. in recent years over the adequacy of the quantity and quality of teaching personnel even at the elementary and high school levels. Yet studies of the rate of return on the investment in teachers as a form of human capital would undoubtedly show, as the previously quoted aggregative studies have shown, that this rate is low relative to other rates of return available in the economy. Taking the market mechanism at face value it would seem to be signalling that there are too many teachers, that the resources we have would earn a higher return if shifted elsewhere. Yet we quite rightly do not believe those signals ... This does not mean that economic analysis is inappropriate or that market mechanisms cannot be used to shift resources in education ... To be successful in this field, however, and to help form optimal social policy, economic analysis must fully appreciate the uniqueness of the human resource."

98 FRANK, A.G. "Human Capital and Economic Growth" Econ. Dev. & Cultural Change Vol 8, No 2 (Jan 1960) pp 170-73

A clear argument for the importance of investment in the human factor as a major component of economic growth; Dr. Frank suggests that the three conventional inputs (labor, land and capital) in economic production (output) are really insufficient. He would add inputs called technology, organization, human capital, and others to traditional patterns of economic analysis. He cites some suggestive "evidence that among the four 'neglected' inputs, human capital is the most important. By human capital, he is referring particularly to educational development. "Investment in human capital is the crucial contributory factor to increased output ... a major component of economic growth."

99 MARSHALL, Alfred Principles of Economics Macmillan & Co. London 1890 (9th edition 1961) 871 pp

"There is no greater extravagance more prejudicial to the growth of national wealth than that wasteful negligence which allows genius that happens to be born of lowly parentage to expend itself in lowly work. No change would conduce so much to a rapid increase of material wealth as an improvement in our schools ... (p 212) All that is spent during many years in opening the means of higher education to the masses would be well paid for if it called forth one more Newton or Darwin, Shakespeare or Beethoven."(page 216) Despite Marshall's recognition of the central role of human resources in economic growth, neither he nor the majority of economists following him treated educational expenditures as an investment, or capital, item.

100 PRINCETON UNIV. Indus. R. Sec. "Educational Investment in Manpower Development" Selected References No 108 (Nov 1962) 4 pp

A brief annotated list of items all covered in this bibliography.

101 SCHULTZ, Theodore "Investment in Human Capital" Amer. Econ. R. Vol 51, No 1 (March 1961) pp 1-17

Skills and knowledge are a form of capital which is a product of deliberate investment, says Schultz, who has been the main proponent of human resource development in U.S. economic circles. This form of capital has grown in Western societies at a much faster rate than conventional (non-human) capital, and its growth may be the most distinctive feature of the economic system. Schultz contends that increases in U.S. national output have been large in comparison with increases in land, man-hours worked, and physical reproducible capital -- investment in human capital is probably the major explanation for this difference. Much of this investment (direct expenditures on education, health,and internal migration to better jobs, earnings foregone by students, etc.) has mistakenly been called consumption. Despite the inclusion of human beings in the concept of capital by several distinguished economists (Adam Smith, H. von Thunen) the thought of investment in human beings has been offensive to many, including Alfred Marshall, and these views have predominated in economic thought. The author then discusses a number of the paradoxes in our dynamic, growing economy which can be resolved by taking human investment into account and considers ways of distinguishing them from human consumption and measuring them. He says that laborers have become capitalists, not because of the diffusion of ownership of corporation stocks, but because of the acquisition of knowledge and skills which have economic value. He cites the decline in the estimated capital-income ratio in this country as a signal that human capital has been increasing relative to conventional capital and income. He concludes that the quality of inputs is therefore probably increasing due to: (a) increased on-the-job training, (b) improved health facilities and services, (c) more formally organized education, (d) study programs for adults, and (e) possibilities of migration of individuals and families to find job opportunities. Schultz estimates that the stock of education in the labor force rose about 8.5 times between 1900 and 1956 whereas the stock of reproducible capital rose 4.5 times (both in 1956 prices).

Concluding is a series of policy implications, one of which notes the special tendency to underrate the importance of investment in human beings in our attempts to assist underdeveloped countries to greater economic growth. "It simply is not possible to have the fruits of modern agriculture and the abundance of modern industry without making large investments in human beings." See also Dec. 1961 issue (pp 1026-39) for "Comments" by H.G. Schaeffer, who feels that even if it were possible to overcome the difficulties in calculating the return to investment in human beings, it would be inadvisable to do so or to attempt to use the result as a basis for policy decisions.

102 SCHULTZ, T .W. "Reflections on Investment in Man" J. of Political Economy Vol LXX, No 5, Part 2 (Oct 1962) pp 1-8

__________ The Economic Value of Education (To appear in 1963)

In this article the 'father' of the current concern with 'human capital' sets the stage for a series of papers on various aspects of "Investment in Human Beings" presented at a conference called by the Universities National Bureau Committee for Economic Research. He also draws on the last section of an essay soon to be published under the auspices of the Ford Foundation.

103 TAWNEY, R.H. "Some Thoughts on the Economics of Public Education" Lecture No 8 - 1938 Hobhouse Memorial Lectures 1930-1940 Geoffrey Cumberlege Oxford Univ. Press London 1948 45 pp

A discussion of spending for education of a declining population couched in terms of the 'gross' inequalities in educational opportunity in Britain of the 1930's. " 'To the economist', writes Prof. Pigou in his latest work (Socialism vs. Capitalism, 1937) 'the most important investment of all is investment in the health, intelligence, and character of the people. To advocate economy in this field would, under his government, be a criminal offence.' That statement is doubly true of expenditure devoted to developing the powers of the rising generation. Objectively regarded, the preparation of the young for life is among the greatest of common interests. If the only criterion of education policy were the course most conducive to economic efficiency and social well-being, the road to be followed would not, I think, remain long in doubt."

104 UN Report on the World Social Situation Sales No.: 61.IV.4 New York 1961 98 pp $1.50

Chapter II, "The Interrelation of Social and Economic Development and the Problem of 'Balance'", examines the social consequences of industrialization, social obstacles to economic development and reviews the current discussion of human investment and capital investment - the concept of human "capital", investment vs consumption, the effects of social programs on economic growth, returns to human investment.

RETURNS ON INVESTMENT IN "HUMAN CAPITAL"

105 BECKER, Gary S. "Investment in Human Capital: A Theoretical Analysis" J. of Political Economy Supplement: Investment in Human Beings Papers presented at a Conference called by Univ. Nat. Bur. Comm. for Econ. Research Vol LXX, No 5, Part 2 (Oct 1962) pp 9-49

This study is concerned with activities that influence a person's future real income such as formal schooling, on-the-job training, medical care, and information about the economic system. On-the-job training is emphasized in the article since the author feels that it best illustrates the effect of investments in human capital on earnings, employment and other economic variables. Becker stresses the fact that foregone earnings are an important (though neglected) cost of much human capital and should be treated on the same footing as direct costs. He attempts to derivea general theory of investment in human capital which proceeds from the analysis of on-the-job training. Specifically, he tries to explain by application of this general theory such empirical phenomena as: (1) The typical increase in a person's earning with age, but at a decreasing rate, (2) The tendency for unemployment rates to be negatively related to the level of skill, (3) The attitude of paternalism toward employees which appears to be prevalent in firms in underdeveloped countries, (4) The tendency for young people to change jobs more frequently and receive more schooling and on-the-job training than older persons, (5) The positive skewness in distribution of income, particularly among professional and other skilled workers, (6) The fact that abler persons receive more education and other kinds of training than others, (7) The division of labor is limited by the extent of the market.

106 BECKER, Gary S. "Underinvestment in College Education?" Amer. Econ. R. Papers and Proceedings of the 72nd Annual Meeting of the Amer. Econ. Assn. Vol 50, No 2 (May 1960) pp 346-54

Several aspects of college education in the U.S. were examined in terms of their contribution to economic and military progress. The limited available evidence did not reveal any significant discrepancy between the direct returns to college education and business capital, and thus direct returns alone do not seem to justify increased college expenditures. This puts the burden on external or indirect returns since they would have to be important to justify increased expenditures. Unfortunately, very little is known about them; so a firm judgement about the extent of underinvestment in college education is not possible. Many recent discussions have emphasized the external contributions of scientists to economic and military progress and have called for large increases in scientific personnel. Such an increase could be accomplished with a small increase in total college expenditures. A large increase in expenditures would be warranted only if external returns were produced by a much larger fraction of all college graduates. A sizable fraction of all persons with high I.Q.'s or grades do not go to college after graduating from high school. It appears that an increase in the fraction of able persons going to college would raise the average return from college. An improvement in the quality of college students may well be an effective way to raise the contribution of college education to progress."

107 BOWMAN, Mary Jean "Converging Concerns of Economists and Educators" Comparative Education R. Vol 6, No 2 (Oct 1962) pp 111-19

The aim of the paper is to clarify the conceptual nature of the rate-of-return, or allocative, approach to the task of analyzing investment in education. The author makes this the focal point of the article since (1) it is the approach most often used by economists in approaching problems in the economics of education, and (2)it brings out most clearly the areas within which the concerns of the educator and the economist converge, and where more and better interdisciplinary research offers greatest promise. In the discussion Bowman distinguishes between private and social rates of return on educational expenditures and asserts that the scope for applying rate-of-return and related concepts is broad despite the prevalent problems of data inadequacy. She says, "In fact, the impetus to get the relevant data is one of the main justifications for the approach. In its absence, tacit estimates of rates of return by anonymous officials will often guide or misguide decisions." Rate-of-return analysis, she feels, provides a more precise and refined guide to direction of adjustment than any other yet available. Such allocative models can contribute to an understanding of growth processes even though they do not explicitly focus attention on such processes. However, repetition of "static" models of rate-of-return patterns may be helpful in picturing growth.
Among the factors which are of major concern to the economist,

Bowman stresses three which influence discrepancies between true private rates of return: lags in adjustment to changes in relative demands for the human skills involved; restriction in numbers of places in the type or segment of education that yields the highest return; and inadequate capital markets that limit borrowing for education. Factors that are more central to the concern of other social scientists are: non-monetary occupational preferences; ignorance about the personal economic advantage of schooling; pervasive preferences for leisure over income; strong value placed on education as a consumption good. School drop-outs research and investigation into the effects of personal traits on schooling and later earnings are other areas for collaboration in research design and data collection. Another is an assessment of the relative contribution to productivity of schooling as contrasted with on-the-job training; the author suggests as a promising project a study of work-performance differentials at intermediate and sub-professional levels within selected enterprises as those differentials relate to prior schooling and work experiences.

108 BOWYER, Vernon "Measuring the Economic Value of Education to the States" Improving Educational Research 7th Official Report Amer. Educational Research Assn. Washington, D.C. 1948 pp 170-78 $1.50

Using percent of wealth or income expended for public schools as an index, the author divides the 48 states into two groups (upper and lower) for the years 1890, 1900, 1912, and 1929-30. He finds a positive relationship between the percent of wealth spent on public education and subsequent economic progress (measured by per capita income) of the two groupings. "The relationship is so generally consistent as to indicate that the work of the schools has had a causal bearing upon economic development." The time period covered is 1890-1946.

109 CREAMER, Daniel "Some Determinants of Low Family Income" (Based on Family Income Statistics for New York State for 1949) Econ. Dev. & Cultural Change Vol IX, No 3 (Apr 1961) pp 413-40

Educational attainment is assessed as one of the major determinants of family income level. Other factors evaluated include: age, size of family, marital status, number of family members in the paid labor force, occupation, industry of employment, and color.

110 DENISON, Edward F. The Sources of Economic Growth in the United States and the Alternatives Before Us Comm. for Economic Development New York 1962

---------- "Education, Economic Growth, and Gaps in Information" J. of Political Economy Vol LXX, No 5, Part 2 (Oct 1962) pp 124-28

The article discusses in some detail that chapter in the larger study devoted to education in which "the estimation of changes in the average quality of the labor force resulting from education is described. In brief, earnings differences between groups of males of similar age, classified by education, are taken to represent differences in their contributions to production or quality. Educational groups differ not only by the fact of education but by natural ability, amount of experience, and other factors. Of the total earnings differentials, three-fifths are assumed to result from differences in education and associated offsetting differences in work experience, as distinguished from natural ability, energy, and other factors. This provides weights for combining groups with different amounts of education. Distributions of the labor force by years and days of schooling were then constructed. This permitted a series representing the average quality of labor, as affected by education (including its impact on experience) to be derived." The results are summarized.

111 DUNCAN, Otis D. "Occupational Components of Educational Differences in Income" J. American Statistical Assoc. Vol 56, No 296 (Dec 1961) pp 783-92

"Census data have been used to ascertain the regression of income on education and to investigate in some detail the relevance of education for occupational selection. Such studies, however, have failed to complete the analysis with a systematic treatment of occupation as the intervening variable, because the decennial census reports have not provided a simultaneous cross-tabulation of income by occupation by education. Only recently has such a cross-tabulation, for a selected age group and based on a comparatively small sample, been issued by the Bureau of Census. The primary purpose of this paper is to illustrate an indirect method of making limited inferences for such a problem where the full cross-tabulation is not available."

112 FREEMAN, Roger A. "Investing in Education and Research - Discussion" Amer. Econ. R. - Proceedings of the 72nd Annual Meeting of the Amer. Econ. Assn. Vol 50, No 2 (May 1960) pp 370-73

Commenting on G.S. Becker's "Underinvestment in College Education" Freeman points out that Blank & Stigler in The Demand and Supply of Scientific Personnel (Nat. Bur. of Econ. Research,

1957) report a relative decline in income for the growing numbers of scientific and technical personnel. He concludes: "Some of the vital questions are: What is the relationship between the level of investment (e.g., per student) and the prospective return? Is it possible, by a comparative study, to find an optimum (or optimum range) of size of investment and method of resource use (money, manpower, facilities) which produces the greatest results per unit? Economists have in the past not been overly ambitious to apply their talents and tools to the field of education. It is to be hoped that Prof. Becker's study will be followed by many in this area."

113 GLICK, Paul "Educational Attainment and Occupational Advancement" Transactions of the Second World Congress of Sociology Vol II Intl Sociological Assn. London 1954 pp 183-93 and Amer. Econ. R. Vol L, No 2 (May 1960) p 370

"The 1950 census had shown that males 25 years and over with four or more years of college had a median income of $1,222 per annum more than those who had completed only four years of high school. The author computed the arithmetic mean for males between the ages of 22 and 74 and arrived at an income differential of $2,208 in favor of the college man. He placed the high school graduate's total earnings at $165,000, the college graduate's at $268,000, assuming that both worked 47 years between the ages of 22 and 74. Thus the college man would earn $103,000 more in return for the relatively small investment of the cost of four or more years at college. He stated specifically that his 'findings form the basis for making an appraisal of expected consequences, in terms of occupational status and income, of continuing education beyond a specified level.' In plain words, a man can add $103,000 to his lifetime income by attending college for four years instead of quitting after high school."

114 GLICK, Paul C. and Herman P. MILLER "Educational Level and Potential Income" Amer. Sociological R. Vol 21 (1956) pp 307-12

The authors present evidence which shows that the "completion of additional increments of education - and especially the completion of college - is associated, on the average, with increased earning power, but that this relationship is much less pronounced for non-white than for white men." Specific variables considered are average annual and "life-time" income by educational level, and color differences. There is also a short section on the cost of a college education.

115 GOODE, Richard B. "Adding to the Stock of Physical and Human Capital" The Fundamentals of Economic Progress in Underdeveloped Countries Amer. Econ. R. Proceedings of the 71st Annual Meeting of the Amer. Econ. Assn. Vol 49, No 3 (May 1959) pp 147-55

After pointing out that human capital is nearly always omitted from statistics of capital formation (although Adam Smith included in a country's stock of fixed capital "the acquired & useful abilities of all the inhabitants") and - more seriously - is often neglected in formal development plans, the author discusses the roles of physical and human capital and points out that a properly balanced development program should make provision for both and should attempt to select projects that promise roughly equal rates of return on the two forms of capital. After a discussion of measures to increase physical capital, he points out that increments to human capital are usually the task of the state and the family. In addition to education as the primary measure to increase the stock of human capital, public health expenditures have important implications for its productivity. It is probable that expenditures to reduce sickness should not even be classified as capital expenditures, since a large part of the return is realized immediately. He finishes by pointing out the need to devise measures of costs and returns on investment in human capital but in the meanwhile stresses the necessity for economists and policy makers to try to introduce human capital more systematically into their growth models and development plans. This will lead to a reconsideration of the usefulness of capital-output ratios presently used and a reassessment of certain government activities now classed as welfare measures rather than development programs.

116 HOUTHAKKER, H.S. "Education and Income" R. of Economics & Statistics Vol 41 (Feb 1959) pp 24-8

This is a sophisticated attempt to determine the relation between education, income and age. Factors considered are: (1) the determination of mean incomes for various income ranges, (2) variability of income within each income range according to age, (3) income tax considerations, (4) capitalization of the income streams. The author publishes the results of his study in tabular form and devotes the last part of the paper to a discussion of limitations of this type of analysis and concludes: "The implication is that differences systematically overstate the specific effects of education on income: the bias is all one way. Indeed we cannot even be sure that the apparent effect of education on income is not completely explicable in terms of intelligence and parents' income, so that the specific effect of education would be zero or even negative. The evidence which could settle this point is not available; off-hand I would hardly expect the extreme possibility just mentioned to be realized. On the other hand the popular figure of $100,000 for the average value of a college education can only be regarded as an upper bound, from which little or nothing can be inferred concerning such questions as the proper level of college tuition.

117 LENGYEL, Peter "Education as a Producer Goods Industry" Challenge May 1962 pp 34-8

Examines the implication of treating education as a "producer goods industry" which manufactures skills, dealing with education costs, efficiency, and returns and how they can be assessed. Discusses the need for comparing education with other types of productive enterprise, and government responsibilities associated with education planning.

118 MILLER, Herman P. "Annual and Lifetime Income in Relation to Education: 1939-1959" Amer. Econ. R. Vol 50, No 5 (Dec 1960) 26 pp

"It is the purpose of this study to examine the relationship between income and education as revealed in these data. The first two sections consider the findings with regard to annual income and the third section presents some newly developed data on lifetime income for men with different amounts of schooling .... The figures show that despite large relative reductions in the supply of workers whose schooling did not extend beyond the eighth grade, this group had smaller relative income gains than high school graduates. On the other hand, the large relative increase in the supply of college-trained workers did not adversely affect their relative income position. On this basis it is concluded that the demand for more highly educated workers has kept pace with the increased supply of such workers and, as a result, their relative income position has not changed. The fact that the proportion of men employed in professional and managerial work -- the two major outlets for college-trained men -- increased by 50% during the past generation suggests that industry has absorbed the increased flow of graduates from our universities."

119 MILLER, Herman P. Income of the American People Census Monograph Series, Social Science Research Council John Wiley & Sons New York 1955 202 pp

The time period covered in this personal income distribution analysis extends from the end of the depression in the 1930's to 1950. The two basic questions which the book attempts to answer are: (1) what factors account for the wide range of incomes and (2) what has happened to the range of incomes in the U.S. since the depression of the 1930's? "In general, an attempt has been made to describe the variability of income among persons in terms of geographic location, occupational differentials, and various social and demographic factors such as age, sex, marital status, educational attainment and color." On the matter of educational attainment and income, the conclusion was reached that the "income of the 50-year old college graduate is 90 percent greater than that of the college graduate who is in his late twenties as compared with the 30-percent differential that was noted for grammar school graduates and high school graduates."

120 MINCER, Jacob "Investment in Human Capital and Personal Distribution of Income" J. of Political Economy Vol XLVI, No 4 (Aug 1958) pp 281-302

"The implications for income distributions of individual differences in investment in human capital have been derived in a theoretical model in which the process of investment is subject to free choice. The choice refers to training differing primarily in the length of time it requires." After showing that interoccupational income differentials are a function of differences in training, the author extends the model to include the intraoccupational effects of experience and age. He concludes that "income dispersion in such groups must be positively related to the average amount of investment in human capital in them. Breakdowns by industry, color, sex and city size were analyzed in these terms .... The empirical evidence is clearly consistent with all the implications of the model about the effects of education, occupation, and age on patterns of personal income distribution."

121 MINCER, Jacob "On-the-job Training: Costs, Returns and some Implications" J. of Political Economy Vol LXX, No 5, Part 2 (Oct 1962) pp 50-79

"My first task in this paper is to estimate the amount of investment in on-the-job training. The estimates are indirect, and the concept of on-the-job training rather broad, but I am hopeful that results are at least suggestive of the orders of magnitude involved. The estimates and a discussion of their limitations are given in the first section of the paper. In the second section I attempt to estimate the rates of return on some particular forms of on-the-job training, such as apprenticeships and medical specialization. The results are then compared with the rates of return on investment which includes both components: formal education and on-the-job training. In consequence, some tentative inferences are formulated about the separate components. In the final section of the paper I consider some preliminary empirical implications of my results."

122 MUSHKIN, Selma "Health as an Investment" J. of Political Economy Vol LXX, No 5, Part 2 (Oct 1962) pp 129-57

The first part of this paper states briefly some of the similarities between two programs: health and education as types of investment. "The second part deals with capital formation through health care and returns to investment in health. Some empirical work on specific diseases has been done; work has also been done on the over-all problems of disease. Although I do not review these specific empirical studies, I attempt to summarize the basic assumptions underlying their estimates and to point to examples of the 'payoff' on investment in eradication of disease. Throughout I address myself to the economic effects of health programs -- public and private, curative and preventive."

123 PIGOU, A. C. Wealth and Welfare Macmillan London 1912

The marginal social return obtainable from wise investments in human capital is necessarily greater than that obtainable from equally wise investments in material capital. And even if, by generous expenditure on education, we succeeded in bringing these two marginal returns to an apparent rough equality, it would still be possible that additional investment in human capital might be socially profitable. For the human factor is less calculable than the material. (pp 355 ff)

124 RENSHAW, Edward "Estimating the Returns to Education" R. of Economics & Statistics Vol XLII (Aug 1960) pp 318-24

"This note is intended to provide a summary of published and unpublished estimates of the returns to be obtained from investment in education." The author concludes that it is "well to bear in mind that we are still a long way from the kind of return estimate which would permit economists to answer such questions as: Should we be investing more or less in education? In what directions should we be investing the marginal educational dollar? Would college be a good investment for a particular individual? Is education the instrumental variable explaining economic growth?"

125 SCHULTZ, Theodore "Latin-American Economic Policy Lessons" Amer. Econ. R. Papers & Proceedings of the 68th Annual Meeting of the Amer. Econ. Assn. Vol 46, No 3 (May 1956) p 425

"What I have observed in Latin America is that a great deal of effort and capital are being allocated to programs which improve the quality of people as productive agents through health services and education -- both the most elementary and in depth; e.g., knowledge about nutrition and better housing -- and also to programs which raise the level of the productive arts; e.g., universities with more emphasis on the sciences and technology, research institutes, agricultural experiment stations and agricultural extension services and the like. I venture the guess that the rates of return on what is being put into these programs, which improve the quality of people and raise the level of the productive arts, are much higher than are the rates of return on capital used to increase the stock of reproducible goods ..."

"My hypothesis is that economic growth depends on the allocation of capital to three basic sets of activities: those which increase the quantity of reproducible goods, those which improve the quality of people as productive agents and those which raise the level of the productive arts. The optimum rate of economic growth is realized when the rates of return from each of these activities are equalized, given the capital available for these purposes. Whether the economic achievements of Latin America and also of other countries are consistent with this hypothesis and whether it will have useful productive properties are still unfinished business."

126 SJAASTAD, Larry A. "The Costs and Returns of Human Migration" J. of Political Economy Vol LXX, No 5, Part 2 (Oct 1962) pp 80-93

"My effort in this paper has been to place human migration in an investment context and in so doing to formulate testable hypotheses germane to observed migration behavior. My main conclusion remains that migration cannot be viewed in isolation; complementary investments in the human agent are probably as important or more important than the migration process itself. As I have indicated, cognizance of, and attention to, these additional investments offer a promising clue to observed immobility in the face of large differentials in current earnings. In addition, only the estimation of the direct as well as associated costs of migration together with returns can reveal the extent of resource misallocation created by the frequently alleged barriers to mobility."

127 VILLARD, Henry H. "Investing in Education and Research - Discussion" Amer. Econ. R. Proceedings of the 72nd Annual Meeting of the Amer. Econ. Assn. Vol 50, No 2 (May 1960) pp 375-8

Commenting on G.S. Becker's "Underinvestment in College Education?" Villard believes that equating "private" or "direct" effects of a college education with the effects on the incomes of persons receiving education is a mistake, as one must distinguish between the direct effect and the direct monetary effect of education. The direct effect will exceed the direct monetary effect by the extent to which the graduate is a better consumer, a better citizen, or a more satisfied worker. Therefore the degree to which we may be underinvesting in education cannot be known until we know the size of this excess. Even more important is held to be Becker's mistake in equating the indirect returns of a college education with the effects on the income of others, thus limiting his consideration to indirect monetary effects whereas the indirect non-monetary effects of the additions to knowledge to which more education and concomitant research should lead are more important.

128 WALSH, J.R. "Capital Concept Applied to Man" Quarterly J. of Econ. Vol XLIX (Feb 1935) pp 255-85

This exceptional article, written 25 years before the current interest in 'human capital'"considers schooling alone (not all education) and schooling of a particular kind -- that which trains a man for a professional career" in an attempt "to determine whether money spent in acquiring such training is, in a strict sense, a capital investment made in a profit-seeking, equalizing market, in response to the same motives which lead to the creation of factories, machinery and the like." A lengthy footnote cites the relevant literature to that date.

129 WEISBROD, Burton A. "The Valuation of Human Capital" J. of Political Economy Vol LXIX, No 5 (Oct 1961) pp 425-31

This article deals with the concept of a person as a capital asset and produces estimates of present values of future productivity (earnings) for U.S. males at various ages. It discusses the usefulness of human-capital estimates for decisions on resource allocation in the public sector.

COST AND FINANCING OF INVESTMENT IN "HUMAN CAPITAL"

See also Entries 979,1024,1050,1092,1095,1097,1099,1100,1110,1111,1122.

130 BRAND, W. "The Financing of Education" Annex IV pp 31-45 Final Report of the UNESCO Conference of African States on the Development of Education in Africa - Addis Ababa 1961 Paris 1961 130 pp

"In the second part of this paper a hypothetical model for the financing of education in Middle Africa is presented. (1) Prior to this presentation, it would seem useful to show in some detail what factors have to be weighed and what information is required in preparing a financial plan."

131 Dun's Review "Labor: The 'X' Factor Abroad" Vol 79, No 5 (May 1962) p 54

"Brazil, for example, recently passed a law taxing all employers for the education of all children of their employees. In addition, they must pay a tax on any illiterates employed. The money goes into a federal fund for education. Employers may, if they wish, do the education job themselves; if so, they are exempt from the tax." For fuller information write to: Ministerio do Trabalho, Brazilia - D.F., Brazil.

132 GALBRAITH, J.K. "Men and Capital" Saturday Evening Post Adventures of the Mind Series (March 5, 1960) p 32

An economist considers ways in which education can be financed without drawing directly upon the national budget; for example, every major enterprise using skilled manpower should be required to provide educational facilities for the children of its workers, and also to pay a special tax or contribution towards the education system in return for the 'education' of the skilled workers it employs. Thus a direct link could be established between the educational system and the economic life of the country.

133 IBE - UNESCO Financing of Education Pub No 163 Paris 1955 284 pp (paper)

A survey of 55 countries to determine the distribution of financial responsibility for various levels of education, main items in budgets, sources of funds, special ways of financing education, trends in federal assistance to independent schools and direct international financial assistance. After a general survey, separate chapters for each country are arranged alphabetically. In two-thirds of the respondent countries, financial responsibility is shared at two or more governmental levels -- local, regional, national. "In only a very few instances does tax revenue represent the main source of funds." The largest increases in expenditures in recent years have been for school building and teacher salaries, with a tendency for higher governmental levels to bear increasing share of additonal costs.

134 INSTITUT D'ETUDE DU DEVELOPPEMENT ECONOMIQUE ET SOCIAL DE L'UNIVERSITE DE PARIS Problemes de Planification de l'Education Notes sur les conditions d'application des recommendations de la Conférence d'Addis-Abeba No 1 of two parts Paris March 1962 20 pp + 6 pp of tables

Prepared for the UNESCO Conference of African Ministers of Education, this technical study deals with the problems of the costs, financing, and qualitative returns of education in Africa. It analyses the recommendations of the Addis-Abeba Conference of 1961 in terms of African studies and statistics which were not available until recently.

135 OAS and UNESCO Seminario Interamericano Sobre Planeamiento Integral de la Educacion by C. Cano et al Documentos de Trabajo Administration and Financing of Education No 4 1959 Washington, D.C. 107 pp (paper) 50¢

Four separate articles discussing the administration and financing of education ("Determination of the Necessary Finances and Disposable Resources"). One article makes international comparisons as to percentages of the national income spent on education and the total cost per capita in U.S. dollars. This same article discusses the multiplier effect of education on the economy.

136 ROCA, P. "Costos de la Educación" La Educación Vol 21-22 (Jan-June 1961) pp 5-56

A discussion of the costs of education in Latin America. Concludes that most estimates are below actual costs because some functions of education are assumed by ministries other than that of education. Procedures for estimating costs are inadequate and present problems of comparability. Expenditures for education are inadequate. The federal government should step in to equalize educational opportunity, especially to close the rural-urban gap. Summarized in English, French and Portuguese.

137 SCHULTZ, T.W. "Capital Formation by Education" J. of Political Economy Vol 68, No 6 (Dec 1960) pp 571-83

In elaborating his theme of education as investment in human beings and the consequences to capital formation in the U.S. educational system, the author dwells in this paper on the total costs of education and particularly the earnings foregone by students, presenting a number of tables of supporting data.

138 SCHULTZ, T.W. "The Emerging Economic Scene and its Relation to High School Education" pp 94-109 in The High School in a New Era by F.S. Chase and H.A. Anderson
Univ. of Chicago Press Chicago, Ill. 1958

In this chapter Dr. Schultz considers why it is that the costs of education rise more than does the cost of living.

139 VAIZEY, John The Costs of Education Allen & Unwin
London 1958 256 pp 30s

This is a comprehensive study of both private and government expenditures on education in the United Kingdom from 1920 to 1955. It examines all levels in an attempt to account for its variations as a total and changes among its various parts. Includes a wealth of statistical data.

140 VAIZEY, John Teaching in a Modern Economy The Joseph Payne Memorial Lectures The College of Preceptors
2 and 3 Bloomsbury Square London 1962 31 pp

This is a short lecture in which an economist discusses the present and probable future position of U.K. teachers among other professionals, their costs to the economy and their role in the development of education and society.

141 WEISBROD, Burton A. "Education and Investment in Human Capital"
J. of Political Economy Vol LXX, No 5, Part 2 (Oct 1962)
pp 106-23

The author answers the question "Who receives the benefits from education?" and considers some of the limited possibilities for quantifying certain of the benefits and urges more attention to the spatial and temporal dimensions of these benefits. "While much work remains, we might summarize our findings. We have noted that some of the benefits of education are realized at the time the education is being received (that is, in the 'short' run); others, after the formal education has been completed (that is, in the 'long' run). Benefits to mothers, in terms of the child-care role of schools, and benefits to neighbors in keeping children 'off the streets' are being realized while the education is being obtained. Any benefits associated with subsequent employment of the student as well as benefits to the student's future children are realized later. We have found, further, that benefits from education occur not only at various times but also in various places .... Some interesting questions are raised simply by the recognition that external benefits of education exist, and that they are not all in broad, amorphous form; that is, that to some extent these benefits accrue to particular, rather well-defined, groups ... It seems to me that there is a legitimate question concerning the justice of requiring broad, public support for education insofar as the benefits are narrow and private, except as an income-redistributive device." An appendix treats "Costs of Education".

142 WISEMAN, J. "The Economics of Education" Scottish J. of Political Economy Vol VI, No 1 (Feb 1959) pp 48-58

This article discusses the problem of assuring a national minimum level of general education while at the same time maximizing family freedom of choice. It describes a hypothetical arrangement whereby the state would impose minimum standards on schools by inspection and pupils by examination while providing parents with vouchers which would be used at the school of their choice.

ECONOMICS OF EDUCATION

143 BENSON, Charles S. The Economics of Public Education Houghton-Mifflin Co. Boston 1961 580 pp $7

Written by an economist after thorough study of U.S. education systems. Part I, "Education as an Economic Institution" , provides basis in economic theory for later analysis of the economic aspects of education. A discussion of the demand for educational services presents an abstract model and then moves to consider the actual determination of school expenditures. Part II deals with sources of public school revenue centering on the operation of decentralized schools in a centralized economy. The author feels, "It would be an act of omniscience to state incontrovertibly that federal aid would be either good or bad for the long-range welfare of the country" and recommends additions to federal support of educational research and other undertakings promising benefits over long periods. Part III considers public responsibility for support and operation of schools, productivity and alternative costs, long-run development, salaries, non-salary expenditures, school budgets, and the influence of inflation upon the schools. Especially valuable is the discussion of "certain means of obtaining higher productivity in education, i.e., specialization of labor, use of capital goods, and other forms of 'technological progress'". Here research, invention, and innovation are essential factors and new equipment, better planned buildings, and better methods of teaching can be developed, in part through institutionalized research. However, many difficulties stand in the way: (1) limited money and imagination for studies of various combinations of persons and equipment, (2) indefiniteness of the marginal productivity of equipment and uncertainty about the optimum size of classes, (3) the strong influence of tradition on instruction methods, equipment obsolescence. Includes good current bibliography. Does not require prior knowledge of economic theory.

144 CLARK, Harold F. Cost and Quality of Public Education
No 5 in Series on Econ. & Politics of Public Education
Syracuse Univ. Press Syracuse, New York 1962 $1.75

"Any American community can get a great increase in the quality of its schools" without great added expense, is the opinion of a top educational economist. Techniques recommended are longer school days and years, more homework, and above all high enthusiasm and competent teaching, in addition to use of new technology such as teaching machines. Recommends that the top 10% of college graduates be automatically granted teaching licenses.

145 EDDING, F. Internationale Tendenzen in der Entwicklung der Ausgaben für Schulen und Hochschulen (International Trends in Education Expenditure) Inst. für Weltwirtschaft an der Universität Kiel Kiel 1958 156 pp (paper) tables

This study covers educational expenditure as a factor in the formulation of essential capacity; actual level and development of total expenditure; single factors (population, enrollment, etc.) in expenditure development; relative weight of expenditure for different uses; plans and demand perspectives; and problems of educational economics. Included are tables showing comparative educational expenditure for many countries.
Among Edding's findings are that there is a very close correlation between education expenditure and national income; that a small percentage of a very small national income has little power to break the vicious circle of illiteracy and poverty; that educational expenditure in the highly developed countries will continue to increase; and that the educational investments of Japan and the Soviet Union (6% and 8% respectively) form a much larger than average portion of the national income. Concludes that a further general increase in relative weight of educational expenditure is very probable and makes a plea for a greater inter-disciplinary approach to the problems of educational development. Included is a good 8-page summary in English of the treatise plus a four page summary of the statistical notes.

146 INTERNATIONAL ASSOCIATION OF UNIVERSITIES Some Economic Aspects of Educational Development in Europe The Proceedings of a Conference held at the Villa Serbelloni, Bellagio, Italy, July 1960 Paris 1961 144 pp

"Men of different (Western) nations, different disciplines and different philosophies met together to consider the relation between the economy and education. They were in broad agreement on a number of subjects of great importance. Education is investment in human capital; human capital is a nation's greatest wealth; education should be broad and not narrow; it must be for all and not for the few; it must be carefully planned and imaginatively conceived." Chapter I reports on the conference; Chapter II summarizes its decisions. Nine papers by participants form the appendices which include an examination of the educational systems of Yugoslavia, Federal Republic of Germany, and France.

147 OEEC Study Group in the Economics of Education Bibliography of the Economics of Education by J. Vaisey Paris 27 Feb 1961 17 pp (mimeo)

Unannotated bibliography prepared for a meeting of the OEEC Study Group on the Economics of Education. References are organized under these headings: measurement of returns in education and economic growth; economic theory; expenditure on education in relation to the budget; expenditure on education; consumers' expenditure on education; underdeveloped areas; teachers' salaries; manpower; school finances; social mobility and economics; administration of public education; experimental educational techniques; bibliographies.

148 OEEC Study Group in the Economics of Education Bibliography of the Economics of Education by F. Edding Paris 27 Feb 1961 33 pp (mimeo)

Unannotated references are arranged under the following headings: general economic works; general studies on economic and financial problems of education; macroeconomic aspects of education; microeconomics; finance; teachers' salaries; manpower aspects of education; socio-economic aspects.

149 SCHULTZ, Theodore W. "Education and Economic Growth" 60th Yearbook of the National Society for the Study of Education, Part II 1961 pp 46-88 Univ. of Chicago Press Chicago, Ill. 254 pp $3.75

This exploratory study consists of eight sections including many tables of supporting data: "Setting for Economic Growth", "Preliminary Issues," "Resources Entering into Education," "Stock of Capabilities Developed by Education," "Return to Education," "Contributions of Education to Economic Growth," "Sources of Inefficiency," and an appendix. The author's investigations lead him to conclude that the "increase in the education per person of the labor force that occurred between 1929 and 1957 explains between 36 and 70 per cent of the otherwise unexplained increase in earnings per laborer." This paper is summarized in Halsey's Education, Economy and Society, pp 50-2

150 UNIV. OF LONDON INST. OF EDUCATION and COLUMBIA UNIV. TEACHERS COLLEGE Yearbook of Education - 1956 Education and Economics by R.K. Hall and J.A. Lauwerys (eds.) Evans Bros London 1956 595 pp

A collection of 45 articles by world scholars organized under three sections. The classification of education as a "consumer" or "producer" good is considered along with the problems of whether there are varying kinds of education appropriate for given groups. Economics is not viewed as a sole determinant of education, but acquisition and allocation of resources and capital investment is seen as basic to creation of attitudes and values which create the demand for and limit the supply of education available. Of particular note under Sec. I, "Demand for Education - Setting the Goals" are G.T. Bowden's "Industrial Societies: Education for What?" and G.E. McCloskey's "Education for Economic Efficiency". Under Sec. II, "The Acquisition of and Distribution of Resources" is a series of six articles on the "Competing Claims on Economic Resources" which includes S.E. Harris' "Education as a Demand on Resources". Sec. III, "Problems of Management", includes a series of articles on "Equality of Opportunity in Education", "Fiscal Management", "Educational Provision through Private Agencies and Supplementary Services", and "Paying Teachers". The final section, "Socio-economic Consequences and Determinants", includes H.F. Clark's "The Return of Educational Investment". Case studies include land grant colleges, university subsidies, tax systems, and specific educational problems in Greece, New Zealand, Argentina, India, South Africa, Iraq, U.S. (rural and Negro), France, Netherlands, Norway, Germany, Morocco, and Latin America.

151 US DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ. Economics of Higher Education by Selma J. Mushkin (ed.) No. OE-50027 Bulletin No 5 Gov't Printing Off. Washington, D.C. 1962 406 pp $1.50

This volume brings together important contributions about the economics of higher education for the use of educators and others concerned with the formulation of educational policy and provides a working tool for the economist turning anew to research on higher education. It is a summary of a substantial segment of earlier research and opens up new questions for inquiry on a broad range of macroeconomic problems.

"Part I of the volume concerns the demand of students for higher education and of the nation for high-talent manpower. Part II presents the fundamentals of a theory of investment in people through education. It includes consideration of the essential differences and similarities between investment in people and investment in physical capital, an assessment of the educational stock of the labor force -- both in terms of original cost and in terms of replacement -- and estimates of the volume of resources allocated to education and the return on this investment. Part III deals with the financing of higher education and covers a wide range of sources of funds, public and private. Part IV describes briefly the ongoing research in the economics of higher education and outlines the range of issues which require still further study.

"The volume as a whole makes clear that the economist's method of analysis, when applied to the problems of higher education, can provide those reponsible for educational policy with additional yardsticks and guidelines for action. The analytical work of economists can thus yield a new set of facts to be considered by those responsible for programming higher education -- facts to be weighed along with noneconomic considerations in meeting the complex issues that press upon us."

152 VAIZEY, John The Economics of Education Faber & Faber London 1962 165 pp 21s

This work is a study of the role and cost of education in contemporary society. It is international in its approach. Two chapters are devoted to an examination of the part investment in human capital has to play in economic growth. Problems of cost, returns and productivity of education are discussed in some detail and with many references to recent work by other authors on the subjects and to official reports. In discussing education in newly industrializing and economically poorer countries, the author reviews the all too prevalent biases of education towards the arts and literary culture in a society where the needs for technical skills are dominant and towards an urban education in a society which continues to be largely rural. But the solution is not simple. There are dilemmas facing all the governments concerned, e.g., the conflict between the desire to stimulate higher education to speed the replacement of foreign civil servants and the demand for mass education. The case for a central manpower plan is argued succinctly. No one who has read this book will be left in any doubt about the crucial role which education has to play in development. The cases of Nigeria and Pakistan are particularly instructive.

153 VAIZEY, John and Michael DEBEAUVAIS "Economic Aspects of Educational Development" Education, Economy and Society by Halsey, Floud and Anderson Free Press Glencoe, Ill. 1961 pp 37-49

Two economists examine a wide range of educational problems. They conclude that the great gap in labor supply is less in highly qualified specialists than in the levels of skill below this (well-educated technicians) and there must be not only more people with highly developed skills and abilities, but also a general and flexible education which will enable people to adapt themselves rapidly to changing circumstances. Although as yet not subjected to precise measurement, both the individual and the social returns to education are very high, and that education - hitherto regarded primarily as consumption - will henceforth be primarily regarded as investment. The reform of education will be financially expensive and also costly in terms of qualified personnel, so that one of the scarcest of educational resources - highly qualified teachers - must be used efficiently and effectively. Finally, they conclude that the productivity of the educational apparatus must be carefully examined as education will soon be the dominant industry in many economies. "The relationship between economy and education is reciprocal."

3. MANPOWER REQUIREMENTS

See also Entries 38,118,220,427,441,522,827,829,830,832,839,878,883, 892,956,965,987,1013,1016,1065,1069,1090,1094,1125,1139.

154 The Annals issue devoted to "Automation" Vol 340 (March 1962) 195 pp

"To put the matter succinctly, automation tends to strengthen the demand for labor at the higher levels of skill and knowledge while weakening the demand at the lowest levels. Our institutional framework has not yet been accommodated to this basic shift in the structure of demand for labor. We are producing far too few people at the higher skill levels and far too many who can offer in the market place little more than their untutored five senses. This incongruity between the skill structure of demand for labor and the skill structure of labor supply seems to be one of the causes of the current unemployment problem. It is fatuous to assume that this incongruity is self-correcting. I strongly doubt that a general increase in economic activity, or 'economic growth' will by itself entirely eliminate the incongruity. In my judgment, as a nation we are scarcely aware of the existence of this problem and we have as yet no comprehension of the magnitude of the effort required at all levels of education and training to meet it. This, I believe, is the most urgent task set for us by automation: to identify the kinds of work that the human is still capable of performing better than our new automatic machines, to analyze the skills needed for that work and the best methods of acquiring them, and then to educate and re-educate, train and retrain the present and future members of the labor force so that they will have the capacity to be fully productive members of society under the new conditions laid down for us by automation." (Foreword by Chas. Killingsworth).

155 AUERHAN, Jan Die Automatisierung und ihre Ökonomische Bedeutung Die Wirtschaft Berlin 1961 221 pp

The author of this study is a Czechoslovak specialist in the field of automation and its repercussions on economic and social conditions; the present work was originally published in Czech. It looks at automation from the point of view of dialectic communism. While admitting that a sharp line cannot be drawn between advanced mechanisation and simple automation, Auerhan denies that the latter is no more than the former. In the view of Marxist writers, automation is "a qualitatively higher stage and a revolutionary leap in the development of production techniques". It introduces a basic change in the nature of work and opens up vistas of human development which could not have been conceived in an economy relying exclusively on mechanical processes. Moreover, it is by no means true that a high level of mechanical development is a prerequisite for the introduction of automation in an undertaking; both types of technology can be introduced simultaneously, pending the perfection of automated techniques ... Auerhan draws a sharp distinction between the effects of automation in a free-enterprise society and in a socialist one. He considers that, under a socialist economic system where unemployment is eliminated, all resources can be utilized to the fullest extent. He further stresses that planning ensures the rapid and general application of new techniques throughout the economy. As regards the qualifications required of workers for the control and supervision of automated equipment, Auerhan considers that the sustained efforts of socialist countries to raise the educational and cultural level of their population could be relied upon to preclude any adverse effects resulting from the loss of certain skills. A bibliographical list containing about 200 titles is appended to the study. (ILR Dec 1962, p 598)

156 BRIGHT, James R. "Does Automation Raise Skill Requirements?" Harvard Business R. Vol 36, No 4 (July-Aug 1958) pp 85-98

"In total, then, these limited observations and the theory offered here suggest that automaticity does not necessarily result in a net up-grading of work force skill requirements to a major extent. In fact, automation often tends to reduce the skill and training required of the work force. (Note, however, that I have not attempted to deal wtth the increased demand for engineers and other technologists required to support the machine and control-building industries as the demand for automaticity grows ..."

157 GOMBERG, William "Problems of Economic Growth and Automation" California Management R. Vol III, No 4 (Summer 1961) pp 4-17

Calling automation "a euphemism for an explosion in the increased rate of technical change", the author recounts the many industries (including agriculture) and the levels within industry (including management and engineers as well as skilled workers) where automation has penetrated. He questions the assumption that it is creating as many jobs as it is eliminating, or at the very least new jobs for the workers whose jobs were eliminated.

158 HARBISON, Frederick "High-Level Manpower for Nigeria's Future" Investment in Education Nigerian Fed. Ministry of Educ. 1960 pp 50-73

"Nigeria is moderately endowed with fertile fields, water, minerals and petroleum for rapid growth. The two limiting factors are capital and high-level manpower. Of all the resources required for economic development, high-level manpower requires the longest "lead-time" for creation. Modern dams, power stations, textile factories or steel mills can be constructed within a few years. But it takes between 10 and 15 years to develop the managers, the administrators and the engineers to operate them. Schools and college buildings can be erected in a matter of months; but it requires decades to develop high-level teachers and professors. This very brief report attempts to draw a rough sketch of Nigeria's requirements for high-level manpower over the next 10 years and to outline the problems which are likely to be faced in the generation of that manpower."

159 HILL, S.E. and F. HARBISON Manpower and Innovation in American Industry Industrial Relations Section, Princeton University Princeton, New Jersey 1959 85 pp

This short book reports on a study aimed at determining some of the causes of change in the occupational structure of American industry. Based on a survey of 50 enterprises, comparisons were made between departments, companies, and industries, of the ratio of production to non-production employees. The conclusions from the survey and case history evidence were that the increase in the proportion of professional and administrative personnel in American industry is due to : (1) introduction of new processes and products, and (2) changes in administrative organization required by innovation. There was evidence that both company growth and productivity were correlated with increase in the utilization of high-talent manpower. The authors provide an extensive discussion of the implications of these findings with regard to manpower planning, cost trends, industrial relations problems, personnel policies, and management policies and practices.

160 Intl Labour R. "The World's Working Population" Some Demographic Aspects Vol LXXIII, No 2 (Feb 1956) pp 152-76

"In recent years serious manpower shortages in key industries in a number of countries have emphasized the importance of information concerning the labour force. Similarly the necessity for reliable and complete manpower statistics has made itself felt in the less advanced countries, where difficulties have been experienced in the formulation of development programmes in the absence of such statistics. The results of many national censuses have recently become available. The information supplied, which covers wider areas of the world than ever before and is generally fuller, more accurate and more suitable for comparisons between countries, provides a good opportunity for an appraisal of the characteristics of the working population in different parts of the world. The purpose of (this) article is to show the major features of the current labour force in the various parts of the world, with special reference to demographic aspects, particularly its size in relation to the population and its distribution by age and sex."

161 MORSE, David A. "Automation Outside the United States" The Annals Vol 340 (March 1962) pp 117-26

"In the less developed countries, particularly where there is a surplus of labor, preference may have to be given to production techniques which are labor intensive. However, even in such countries, the introduction and spread of automation cannot be entirely ruled out .... Finally, there are those industries which require skilled workers that are in short supply; it might, thus, be preferable to resort to automated techniques in order to reduce the need for such workers, but it would be erroneous to be guided merely by a desire to avoid problems of labor-management relations."

162 PRINCETON UNIV. Industrial Relations Section "Manpower Surveys and Education Projections in Economic Development" Selected References May 1961 (No 99) Princeton, New Jersey 4 pp

This annotated bibliography of papers and books covers manpower needs in Europe and the U.S. in the age of science, a comparative study of high level manpower in developing societies, and individual studies on manpower in Ghana, India, Iran, Italy, Nigeria, Pakistan, Tanganyika and Uganda.

163 SIMPSON, Keith and H. C. BENJAMIN Manpower Problems in Economic Development: A Selected Bibliography Industrial Relations Section Princeton Univ. Princeton, New Jersey 1958 93 pp $2

This useful bibliography presents annotated materials classified under six headings and almost forty subheads. "In selecting the references which are listed, the objective has been (1) to suggest a broad conception of manpower as a basic resource for economic development and (2) to indicate significant points of view and methodology with regard to manpower analysis, development and utilization. Most of the material is drawn from American experience. An effort has been made to select works of general and fundamental interest. However, it is not expected that the specific approaches and procedures presented in books selected will be applicable in toto to the problems faced by newly industrializing countries. Rather it is hoped that the material will be suggestive, and that it will help readers abroad to examine and appraise the major problems in their particular countries."

164 SUFRIN, Sidney C. and Frank E. WAGNER A Brief Annotated Bibliography on Labor in Emerging Societies Prepared for the Pakistan Project Maxwell Graduate School Syracuse Univ. Syracuse, New York 1961 64 pp

A short but excellent annotated bibliography organized under 21 headings covering all aspects of labor "especially labor problems and agricultural labor implicit in large scale activity which employs wage labor" - the factory-farm sector. The introduction succinctly describes the interrelationship of these various aspects of labor, as well as defining the limits of this bibliography.

165 YODER, Dale Manpower Economics and Labor Problems 3rd edition McGraw-Hill New York 1950 661 pp $5

"A book concerned with 'the human resources of modern society', which directs major attention to economic considerations affecting manpower in modern societies. The author contends that recognition of both the 'resource' and the 'human nature' aspects of manpower 'is essential to an understanding of modern manpower economics and labour problems', and from this point of view he discusses in the first three chapters manpower goals and problems, the dimensions of manpower resources and the way in which they have been utilized and conserved in the past. Several chapters are then devoted to the data and theories of manpower economics. The final chapters consider a number of the most important current labour problems (special attention is given to problems connected with trade unionism), the most frequently proposed solutions, manpower management and bases for co-operation in industrial relations." (ILR Aug. 1950, p 205)

METHODOLOGY OF FORECASTING

See also Entries 91,434,436.

166 BRAND, W. Requirements and Resources of Scientific and Technical Personnel in Ten Asian Countries UNESCO Paris 1960 26 pp

After reviewing the importance of skilled manpower to economic development and the methodology of determining manpower needs and resources, the author describes the research and methodology related to this topic being carried on in ten Asian nations. Concluding recommendations pertain to educational reform, the relation of education to the national economy, and to future research requirements.

167 BURTLE, James "Input-Output Analysis as an Aid to Manpower Policy" Intl Labour R. Vol LXV, No 5 (May 1952) pp 600-25

"The various industries in a modern society buy from and sell to each other as well as supplying products for the ordinary consumer. By means of a recently developed technique, known as input-output analysis, it is possible to simplify this maze of transactions and obtain a bird's-eye view of the whole economy of a nation. This technique has practical value in the field ... of manpower supply and full employment." This article describes "the essential features of the method in non-technical language and indicates its uses in forecasting labour requirements."

168 CARPENTER, Howard S. "The International Classification of Occupations for Migration and Employment Placement" Intl Labour R. Vol LXIX, No 2 (Feb 1954) pp 111-25

This article "describes the methods used by the occupational analysis experts in drawing up the international classification of occupations that has been prepared by the ILO and circulated to governments. An important feature of the classification is the grouping of occupations according to similarities of skill requirements, which facilitates the transfer of workers to other occupations with a minimum of retraining or adaptation and a maximum of productive efficiency..... The special purpose of the classification was to facilitate job comparisons between countries using different occupational terminologies and thereby simplify the process of identifying and selecting suitable migrants for the employment available in countries of immigration."

169 DÖÖS, Sten-Olof Long-Term Employment Forecasting: Some Problems with Special Reference to Current Organization and Methods in Sweden OECD International Seminar on Employment Forecasting Techniques Brussels June 4-7, 1962 OECD Paris 1962 41 pp

This paper discusses the origin and present activity of manpower forecasting in Sweden. The author, Chief of the Royal Labor Market Board Forecasting Unit, stresses the need for methodological improvement in forecasting and then presents the results of practical manpower forecasting in Sweden, a country with no general development plan. He makes an interesting point about the feedback effects of expectational forecasts, in that forecast manpower demand may influence educational planning (and thus supply of graduates) and, as future demands will tend to adjust to actual supplies, the whole socio-economic development will to a certain extent be directly influenced by the initial manpower forecast. Manpower demand forecasts are then related to manpower supply forecasts, and the point made that at any given educational level it is possible to influence, through information and guidance, the individual's choice of educational direction. In an appendix some concepts and terms are presented which the author feels might lead to improved and more clear-cut terminology for forecasting.

170 DUCOFF, Louis J. and Margaret J. HAGOOD Labor Force Definition and Management Recent experience in the United States Bul. No 56 Social Science Research Council New York 1947 134 pp

This study of the labor force concept and its measurement in the U.S. is an excellent "lay" treatment of methodology.

171 FRANCE, REP. OF Commissariat au Plan Revue Française du Travail 12th year, No 2 Paris 1958

Data on employment for selected occupations. An important aspect of this study is the systematic way in which a number of gov't agencies and representatives of private industry cooperated in providing information and forming judgments as to the outlook.

172 HARBISON, F.H. "The Strategy of Human Resource Development in Modernizing Economies" (Chap I) pp 9-32 The Challenge of Aid to Newly Developing Countries (Vol III) Policy Conference on Economic Growth and Investment in Education Washington, D.C. Oct 16-20, 1961 Org. for Econ. Cooperation and Dev. Paris 1961 97 pp

________ "Human Resources Development Planning in Modernizing Economies" Intl Labour R. Vol 85, No 5 (May 1962) pp 435-58

The author proposes that developing countries committed to accelerated growth must meet certain requisites ("imperatives"), within the scope of eight specific limitations ("constraints"). The development process is as much political as economic and solving manpower problems -- involving simultaneous shortages and surpluses -- is a fundamental part of the development strategy. Five types of manpower shortages and four types of surpluses are described. The numbers of persons possessing scarce skills may have to be expanded up to nine times faster than the entire labor force, and up to three times faster than the growth of national income. A manpower analysis is essential before designing a realistic human resource development strategy within the framework of the above-mentioned "imperatives" and "constraints".

173 ILO International Standard of Classification of Occupations Geneva 1949 139 pp

A report prepared for the Seventh International Conference of Labour Statisticians (Geneva, Sept 1949). Chapters include: "The Concept of Occupation", "The Uses of Occupational Data", "Considerations on the Basic Information on Occupation", "Methods of Classification", "Analysis of the Proposed Classification" and "International Occupational Unit Groups and Specific Occupations".

174 IRAN GOVERNMENTAL AFFAIRS INST. National Manpower Resources and Requirements Survey, Iran 1958 Survey Methods and Procedures Plan Organization of Iran Min. of Labor Tehran 28 pp

To meet the wide-spread interest in the methods used and the problems encountered in planning and operating the National Manpower Resources and Requirements Survey of Iran a summary has been prepared which includes details concerning scope, sponsorship, costs, coverage, collection of data and other major steps in the program as well as a copy of the training manual.

175 IRAN GOVERNMENTAL AFFAIRS INST. A Proposal - National Survey of Salaries, Wages and Hours of Work - Iran 1961 Survey Methods and Procedures. Plan Organization of Iran Tehran 1960 27 pp + App. 1&2 (mimeo)

This proposal presents the basic methods and techniques for completing a study of salaries, wages and hours of work in Iran. Limited to a description of only the more important steps in the process.

176 IRAN GOVERNMENTAL AFFAIRS INST. Training Manual for National Manpower Resources and Requirements Survey Min. of Labor & Plan Organization of Iran Tehran 1958 17 pp (mimeo)

Outlines the scope, plan of operation, and general procedure of the Survey, followed by a section on Collection of Data which covers every step of the interview and completion of survey form.

177 OECD Forecasting Educational Needs for Economic and Social Development by Herbert S. Parnes The Mediterranean Regional Project Paris 1962 113 pp

This report is the first in a series of Mediterranean Regional Project Publications and presents a methodology for planning education in the light of a country's development objectives. It first explores the concept of "educational needs" of a society and discusses the criteria by which these needs may be assessed. Then methods of estimating future manpower requirements in terms of occupational categories are set forth. Following chapters discuss the problem of converting the required occupational structure of the labor force into the required educational qualifications; the process of establishing educational targets on the basis of the forecasts of requirements and supplies of manpower with various levels and types of education; and the so-called "cultural approach", as distinguished from the "manpower approach" set forth in outline above. The cultural approach attempts to supplement the manpower approach by recognizing and including education that has "consumption value" rather than "investment" value; i.e., education for citizenship, education for leisure, etc. The concluding chapter contains a brief discussion of some qualitative aspects of the assessment of educational needs and observations on the way in which "manpower" and "cultural" objectives can be combined in estimating the costs of educational targets.

178 OECD Mediterranean Regional Project - National Directors' Group Report of 3rd Meeting Paris Feb. 16, 1962 30 pp (mimeo)

A summary report of a regular meeting of the group at which critiques of preliminary projections of manpower and educational needs to 1975 from Italy, Portugal and Turkey were heard. General methodology discussion led to a division of opinion as to the degree of accuracy required" (1) the aim of such studies is primarily political, intended to incite governments to action; hence accuracy is of secondary importance; (2) agreement on aim, but not considered possible to achieve unless the work is manifestly scientific in method -- hence a higher degree of accuracy aimed at. This meeting led to the publication of the Parnes and Beckman reports (See in same section).

179 OECD Methodology for Projection of Educational Requirements by W. Beckerman Mediterranean Regional Project Paris Mar 14, 1962 7 pp (mimeo)

A proposal that two methods of estimating educational requirements for a given area or country are required and will supplement each other. The "Social Objectives Method" views education as generally desirable regardless of other factors and considers them as independent variables between educational and economic development. The "Manpower Requirements Method" assumes deficiencies in any present educational system and seeks statistical calculation of "the logistics of satisfying alternative targets and cost implications in so doing. Both approaches require basic arbitrary assumptions which must be explicitly stated. No precise forecast can be made -- but order of magnitude estimates can be reliably made.

180 OECD An Occupational Classification System for the Mediterranean Regional Project by H. Parnes Directorate for Scientific Affairs Paris Feb. 19, 1962 11 pp (mimeo)

A proposed revision of the International Standard Classification of Occupations for the use of the Mediterranean Regional Project in converting forecasts of manpower needs into categories of educational qualifications. Four broad categories are suggested according to the general level of education usually required and then sub-divided according to the essentially "technical" or "liberal" nature of required education. Specific limitations of the system are carefully set forth with a caution that each participating country must make further refinements and definitions of assumptions.

181 OEEC Labor Force Statistics, Sample Survey Methods Paris 1954 88 pp

This pamphlet covers sample survey methods for arriving at manpower estimates, including questionnaire preparation, sample construction and use of data.

182 TINBERGEN, Jan Employment Forecasting International Seminar on Employment Forecasting Techniques Brussels, June 4-7, 1962 OECD Paris 12 pp (mimeo)

The report by Prof. Tinbergen gives an integrated summary of the reports on employment forecasting in France, the Netherlands and

Sweden. A distinction between short-term forecasts (1 year or less), medium-term (1 to 5 years), and long-term forecasts (over 5 years) is made. The author suggests the following order to approaching forecasting problems:

1. Demographic forecasts - particularly age classes 15-65 with annual reductions for mortality and modifications for migration.
2. Production forecasts - especially the volume of capital goods, using capital output ratio at both the macro-economic level and at the sector level. For long-term forecasts of production in developed countries, Tinbergen recommends the use of a generalized Cobb-Douglas function.
3. Demand for labor derived from farm production forecasts taking productivity and working hour changes into account. Special methods may be needed for agriculture (France, for example, uses a projection of previously observed trends in manpower employment, amended to allow for new factors such as longer schooling or agricultural retirement schemes.)
4. Demand for education - the translation of employment figures into the education type and level required.
5. Supply of labor - figures about the education system can be used to predict the numbers of qualified or skilled persons available in various classes. Coefficients, derived from past experience, showing percentage of primary school graduates going into various types of secondary schools etc., will be useful.
6. Relation of supply and demand for labor - deviations are identified, and a plan for matching demand and supply devised. In the short run, the alternative possibilities for adapting supply to demand are limited, whereas in the longer run such factors as income redistribution, shifts in investment volumes, migration changes and information about employment opportunities can be used to reduce discrepancies. Tinbergen stresses the point that, for long-term purposes, forecasting and then making necessary adaptations is a less desirable method than aiming at a development plan. Under the latter approach certain objectives are chosen and considered as given, while some of the policy means are the unknowns. Among these unknowns would be the future production structure, corresponding investments, as well as educational activities. The planning process based on stages is then applied: (a) macro-stage (b) sector stage (c) project stage (d) regional stage. Projects should be selected on the basis of maximum contribution to national product using shadow or accounting prices. Education requirements can then be derived from the production structure chosen. He suggests a central planning unit for each country which is familiar with the macro-interrelations of the economy, but which seeks popular support of plans and forecasts before they are finalized.

SCIENTIFIC AND TECHNICAL PERSONNEL

See also Entries 432,938,993,1107,1108,1126,1142.

183 BLANK, David M. and George J. STIGLER The Demand and Supply of Scientific Personnel No 62 General Series National Bureau of Economic Research New York 1957 106 pp (91 pp of appendices)

This monograph seeks to sharpen manpower methodology by questioning the predictive accuracy of supply and demand measurement as it concerns scientific personnel. It raises doubts about the generally accepted belief that a shortage of scientific personnel has existed in the U.S. The growth in newspaper advertisements for engineers may be one reason for the belief that a shortage exists; however, these advertisements, based upon analysis of the New York Times, indicate nine-tenths of the space, seven-eighths of the insertions, and four-fifths of the companies are working on defense contracts where recruitment costs are reimbursed by the government. The apparent shortage of engineers is not supported by the trend in engineering salaries which have declined substantially since 1929 relative to earnings of all wage earners and relative to incomes of independent professional practitioners. Evidence is presented that engineers have been growing in number at a rate more rapid, relative to demand, than the labor force as a whole. This trend is expected to continue. This study also contains the information on the trend of demand for engineers, movement in and out of the engineering profession by college and non-college trained personnel, and projections of the future supply of trained engineers through 1970.

184 COMM. POUR L'ETUDE DE LA RELEVE DES CADRES SCIENTIFIQUES & TECHNIQUES "Rapport Final de la Commission" Numéro Special du Bulletin d'Information du Délégué aux Possibilities de Travail et à la Défense Nationale Economique Bulletin Trimestriel Berne, Switzerland No 1 (Apr 1959) 55 pp

This report contains an account of the work and conclusions of a committee set up in 1956 by the Special Employment Commissioner of Switzerland to study methods of overcoming present and future shortages of scientific and mechanical workers. In order to meet future requirements for such workers the committee considers it urgent to steer increasing numbers of children towards the sciences before they take their "baccalauréat" and to take advantage of the ability to be found among young people - including girls - from the working classes and in the rural and mountain areas.

185 GINSBERG, Eli Report on Manpower Utilization in Israel
National Council for Research & Dev. Jerusalem 1961
30 pp

An appraisal of the interrelations between manpower, research and development and economic growth in Israel with particular attention to the adequacy of present and prospective supplies of scientific and technical manpower. Report of studies by the author in 1953 and 1956 to review manpower problems and to recommend policies for their resolution are included as appendices. This report focuses on the need for strengthening the technological basis of Israeli industry and on the manpower policies essential for accomplishing this objective. The study deals with perspectives on a dynamic economy; science, technology, and economic growth; the development of trained manpower; the utilization of scientific manpower; and the larger framework for manpower policy. The author presents his recommendations with respect to detailed actions that should be taken for developing Israeli manpower resources; strengthening the competitive position of the Israeli economy through the application of research and development and formulating related manpower policies.

186 IBE - UNESCO Training of Technical and Scientific Staff
Pub. No 206 Paris 1959 300 pp (paper)

A "preliminary" study to investigate the magnitude of needs for technical and scientific education in 53 countries together with some idea of measures being taken to meet the needs. It is found that generally about a 10-year lag exists between educational change and production of effective technical personnel. A great need for improved forecasting of manpower needs is posited, along with caution against "over-specialization" which may lead to obsolescence. Some indication of social origin influence is seen as the cause of second level shortages; i.e., engineers abundant, but mechanics, technicians, skilled laborers and teachers in scant supply. Educational opportunities other than basic traditional ones are absent in low industry, rural areas and technical and scientific education has low status as compared to "professions." Wide varieties of guidance, scholarship, subsidization and "extraordinary" financial assistance programs are reported in the 57 alphabetically arranged national reports.

187 Intl Labour R. "Shortage of Highly Qualified Engineers and Scientists" Vol LXXVI, No 6 (Dec 1957) pp 588-603

"The dearth of scientific and technical personnel in industrial countries makes the economic expansion of underdeveloped countries even more difficult to achieve than it would otherwise be. These countries have in the past relied to a large extent on the supply of foreign specialists and, in spite of recent policies for the training of indigenous youth for technical and scientific posts, will continue to need their help for some time to come .... The present article, which is based on a number of recent studies and articles on the question, examines the extent of the problem in various countries and the practical measures required to cope with it. It deals only with scientific and engineering personnel of university or equivalent standard and not with technicians and other supporting staff, the shortage of whom is equally acute."

188 JEWKES, John "How much Science?" Economic Journal Vol 70, No 277 (Mar 1960) pp 1-16

This article examines in detail the many reasons why it is at present impossible to say confidently "how much science" a nation needs in the form of scientists and technologists. The author's primary conclusion is "that we should go on searching for better criteria for determining how much the community should devote to science and technology. I have no doubt that when everything that can be done has been done in devising objective tests for guiding public policy, much room will still be left for intuitions, for judgment, for common sense."

189 NATIONAL SCIENCE FOUNDATION The Long-Range Demand for Scientific and Technical Personnel A Methodological Study Cat. No. NS 1.2:Sci2/16 Gov't Printing Off. Washington, D.C. 1961 70 pp 50¢

Reports the findings of a study undertaken to develop a systematic methodology for the long-range projection of demand for scientific and technical personnel, through separate analyses and projections for each segment of the economy.

190 OEEC Off. for Scientific & Technical Personnel Forecasting Manpower Needs for the Age of Science Paris 1960 141 pp

This account of the Conference on Techniques for Forecasting Future Requirements of Scientific and Technical Personnel under the auspices of OSTP in Nov. 1959 in the Hague reproduces the following three general papers (followed by relevant discussions) on: "Economic Growth and the Manpower Factor" (M. Eric I. Schmidt) which examines relationships between training, educational expenditure and economic progress: "Educational Planning in the Light of Economic Requirements (Mr. Philip H. Coombs) which describes common traits in the evolution of education in the member states and suggests hypotheses for the orientation of future educational planning; and "The Role of Statistics in Forecasting the Demand and Supply of Scientific and Technical Personnel" (Dr. Harold Goldstein). Three other articles describe actual experiences in national manpower forecasting: "Methods and Techniques for Forecasting Specialized Manpower Requirements" (Dr. Sven Moberg on Sweden); "Forecasting Needs for Engineers" (Prof. Michel Vermor-Gauchy on France); and "Other Surveys and Forecasts" on the United Kingdom, Yugoslavia, Italy, India and Japan. The last paper exposes the methods which have been employed in attempts to determine the "intellectual reserves" of one nation. The conclusion, in addition to presenting a resume of the general opinions of conference members, suggests future actions of OEEC in this domain. A bibliography is included.

191 OEEC Problem of Scientific and Technical Manpower in Western Europe, Canada, and the U.S.A. Paris 1957 226 pp

This publication presents the results of a 1956 inquiry conducted in the seventeen member and associated states of OEEC on problems related to scientific and technical manpower. Four series of questions were posed under the following categories: (1) the structure of higher education and governmental intervention in the training and employment of scientific and technical personnel; (2) the volume and nature of employment opportunities in relation to the number of graduates in technical and scientific disciplines; (3) the actual employment of graduates; (4) dis-equilibrium between job requests and opportunities. The first section of the publication contains a synthesis of the replies and related commentary while the second presents the detailed responses of each state.

192 WOLFLE, Dael America's Resources of Specialized Talent
A Current Appraisal and a Look Ahead - The Report of
the Commission on Human Resources and Advanced Training
Harper & Bros New York 1954 324 pp

The Commission's Director examines various appraisals of the size of America's supply of talented persons and methods of making better use of both talent and education. Although it was desired to predict the availability of specialized abilities (as, for instance, in physics or engineering), it concluded that such specific projections are not yet possible. Includes chapters on educated manpower as a national resource; fields of specialization and the demand and supply of qualified persons' college graduation trends and the occupational distribution of graduates; the potential supply of college students and their characteristics; and the utilization of both educated specialists and potential students. The volume concludes with an interesting examination of the use of manpower information in specific situations. Nine appendices examine data pertaining to trends in educational specialization and occupational distribution etc.

4. RATIONAL UTILIZATION OF HUMAN RESOURCES

CULTURE AND THE MOTIVATION TO DEVELOP

See also Entries 16,82,820,821,881,951,1011,1094.

193 BANFIELD, Edward C. and Laura *The Moral Basis of a Backward Society* Free Press Glencoe, Ill. 1958

The authors have presented a fascinating hypothesis of how the culture of an Italian village prevents it from developing.

194 BEAGLEHOLE, Ernest "Cultural Factors in Economic and Social Change" *Intl Labour R.* Vol LXIX, No 5 (May 1954) pp 415-32

"With the development of the practice of sending missions to the less developed parts of the world in order to assist the inhabitants to improve their standard of living by the adoption of more advanced techniques of production has come the realization that such assistance may be ineffective if the proposed economic changes are not adapted to the traditional life of the inhabitants. ... This article treats of the difficulties and dangers involved in attempts by experts to introduce new economic techniques or improvements in living conditions among peoples with a culture different from their own and explains the role of the social scientist, and particularly the anthropologist, in helping to prepare a programme of economic and social change."

195 BOZZOLA, G.B. "Industrial Challenge in Southern Italy - The Case of the R-T Factory" *California Management R.* Vol IV, No 1 (Fall 1961) pp 14-25

A revealing case study of the animosity aroused in an "underdeveloped" Southern Italian community by a newly installed textile plant whose northern Italian management made no attempt to prepare and educate the community for modern industrial practice nor to establish effective communication.

196 BUCHANAN, N.S. and H.S. ELLIS *Approaches to Economic Development* Twentieth Century Fund New York 1955 494 pp

Part I. An Analytical View of the Problem. Part II. Economic Development as Recorded History. Part III. Achieving Development in the Contemporary World.

"Despite more capital equipment or the demonstration of better production methods, no rise in output will occur if the socially accepted values assign little or no importance to material achievements, such as greater production .... In other words, although greater output will be impossible without more capital and improved techniques, the mere provision of these does not assure that output and material welfare will increase."

197 BUNKER, Robert and John ADAIR The First Look at Strangers Rutgers Univ. Press 1959 151 pp

The underdeveloped areas of the world have confronted our experts with a variety of cross-cultural problems: (1) how to identify and analyze the aspects of indigenous culture which relate to any proposed technical innovations and the resulting interaction; and (2) how to lessen the natural fear and resentment of people's first experience with rapid change; how to prevent inept human relations from disrupting otherwise sound programs and converting potential friends into enemies, and how to gain popular acceptance and creative support of desirable technical programs.

198 CUMPER, G.E. "Labour and Development in the West Indies" Part I: The Worker and his Social Background, and Part II: The Role of Labour in Economic Development Social and Economic Studies Vol 10, No 3 (Sept 1961) and Vol II, No 1 (Mar 1962) pp 278-305 and pp 1-33

The author explores the extent to which the systematic treatment of the social influences on the West Indian worker can be a fruitful adjunct to economic development in this area.

199 DALE, William B. "Perspectives of Growth" Stanford Research Inst. J. Vol 5 (2nd quarter 1961) pp 38-42

The author advances the hypothesis that education, the development of motivations, the devotion of resources to cultural advancement and the support of research and development are central features in the economic growth process and are as significant as the creation of additional industrial plants and equipment. Investment of social and family energies in activities that shape the motivational patterns of the young are enormously important.

200 DART, Francis E. "The Rub of Cultures" Foreign Affairs Vol 41, No 2 (Jan 1963) pp 360-71

Based on several years stay in Nepal as a science teacher and teacher of teachers, this thoughtful article explores the ramifications of the revolutionary change which modern technology brings to a traditional society - particularly the philosophical transformation which must take place in people's view of the nature of things - from an attitude of respectful acquiescence to an attitude of positive control over nature. He suggests that the new techniques for introducing science at the secondary level should be made available to children in these countries "whose fresh curiosity and unselfconscious willingness to experiment is the same the world over."

201 DILLON, W.S. "Nation-Building in Africa Challenges to Education" Teachers College Record Vol 62 (Nov 1960) pp 152-161

Two major educational problems basic to African development are examined here: (1) "education for what? - the need to clarify the aims of education for Africans;" and (2) "how education, by providing technical skills and incentives, can give new dignity to manual and machine labor and thus contribute to increased industrial and agricultural productivity." The author urges against the view of"education as magic" and calls for more social science studies of what education can and cannot do for the individual. He speaks out for less standardization and grading of diploma-holders and more understanding of the individual products of different systems of education. Finally, he treats the problem of how to raise the prestige of the manual and technical jobs so basic to African development.

202 ERASMUS, C.J. Man Takes Control Cultural Development and American Aid Univ. of Minnesota Press Minneapolis 1961 365 pp $6.50

Development of a theory of "cultural causality" applied to understanding of directed culture change and U.S. foreign aid programs. Field data from case study of recent socio-economic change in Norhtwest Mexico provide basis for critique of foreign aid programs -- which Erasmus would sharply limit to certain areas where a class of individuals already motivated to constructive employment exists. He thinks "self interest becomes the positive activator of all cultural change and growth." Includes useful summaries of standard anthropological works.

203 FIELD, M.J. Search for Security An Ethno-psychiatric Study of Rural Ghana Northwestern Univ. Press Evanston, Ill. 1960 478 pp $6.50

This detailed examination of psychiatric disturbance among the Ashanti - based on confession before village shrines of a popular anti-spirit possession cult - contains fascinating insights into the impact of social and economic change. The most frequent complaint of suppliants is "I am not prospering" and recitals contain details of difficulties in the fields ranging from hunting to truck driving and including civil service.

204 FOSTER, George M. Traditional Cultures: and the Impact of Technological Change Harpers New York 1962 284 pp

Discusses the difficulties found to be connected with technological development in newly developing countries when considered in their cultural context. Our aid programs have often fallen short of the goals set for them, possibly because the eventual effect of a material or social improvement is determined by the extent to which the other aspects of the culture affected by it can alter their forms with a minimum of disruption. Various barriers to change are discussed, and also some of the problems of the technical expert. Though ideally a community should have freedom "to choose its way of life" yet "however philosophically desirable it is for people to pick and choose", actually, "they are in fact free to do so only within very narrow limits. The ethic of helping people change their culture begins with a readiness to understand that culture, to recognize the good in it, and to know the reasons why it is what it is ... This is basic wisdom for the technical agents."

205 GINSBERG, Eli "Education and National Efficiency" Yearbook of Education 1956 Univ. of London Inst. of Education and Columbia Univ. Teachers' College pp 507-18

This paper explores the relationship between the high level of U.S. economic productivity and the country's great and highly diversified educational system. Two important facts emerge: (1) "The drive for economic aggrandizement which is found among large numbers of the population is of strategic importance for the American economy; the equalitarian bias of the American educational system strongly supports and encourages this underlying goal," and (2) "there are many advantages in a situation where young people are permitted to find themselves late in their adolescence rather than in a situation of having their life determined for them by their educational accomplishments when they are ten or eleven."

206 GOLDSCHMIDT, Walter R. "The Interrelations between Cultural Factors and the Acquisition of New Technical Skills" pp 135-51 The Progress of Underdeveloped Areas by B.F. Hoselitz Univ. of Chicago Press Chicago, Ill. 1952 296 pp

An inquiry into "why peoples reject the assistance that our technological knowledge can supply. This rejection takes two related but different forms. In the first place, innovations cause disruption of the existing social order, create difficulties and hardships, and make life difficult for the members of society. Such problems may not even be recognized, but in the long run they exact their toll. In the second place, cultural innovations may run counter to established practices of the people and meet with established attitudes and prejudices which lead to rejection. Thus even well-intended and helpful changes may be rejected for reasons lying deep in the culture of the native society ... The paper deals with the rejection of cultural innovation in terms of four general areas ... as follows: the ecological or relation of man to his resources; the sociological relationships between members of the culture; the ideological or established systems of values, goals and sanctions; and the psychological or culturally patterned life orientations." It "concludes by listing a few principles that may guide us to success in bringing our technology to peoples, together with 'the better life'".

207 GRUBER, F.C. (ed.) Anthropology and Education The Martin G. Brumbaugh Lectures in Education Univ. of Pennsylvania Press Philadelphia 1961 123 pp

Four articles: "Schools in Revolutionary and Conservative Societies" by A.F.C. Wallace; "Functions of Speech: An Evolutionary Approach" by D.H. Hymes; "Education and Identity" by Ward H. Goodenough; and "Autonomous Motivation" by Dorothy Lee. The first classifies societies into three classes -- revolutionary, conservative, and reactionary -- and divides learning into three types -- technic, intellect, and morality. The author argues that the different societies emphasize different types of learning. Hymes claims that some languages are a better communication device for more complex civilizations. The third article argues that both individual and "community" education is essentially a matter of exchanging one identity for another. The last article has the least implications for education but points out that "exuberance" or self-induced behavior is a highly characteristic human reaction to life conditions. Altogether, these four articles give some valuable clues into the educational process as it might be induced in non-Western peoples.

208 HABAKKUK, John H. et al. Lectures on Economic Development Istanbul Univ., Faculty of Political Science & Ankara Univ., Faculty of Economics Istanbul 1957 200 pp

These are the published lectures given at a symposium sponsored by the Rockefeller Foundation in early 1957 in Turkey. As a whole they underline the need to re-examine western economic theory and experience before attempting to apply it to problems in such culturally divergent environments as the newly developing countries. Discussed are such subjects as the importance of "imported entrepreneurship" in developing areas and the importance of "kinship" family as opposed to the "nuclear" family as a key unit in growth. Habakkuk (Oxford) points out that labor-intensive techniques in countries of surplus labor offer the most profit to the entrepreneur while capital-intensive techniques offer the greatest possibilities of progress. This accounts for much of the lack of success of private enterprise in these countries. Sauvy (Dir. of Nat'l Inst. of Demographic Studies, Paris) is pessimistic about progress on either economic or demographic fronts without a prior cultural revolution.

209 HAGEN, Everett E. "The Process of Economic Development" Econ. Dev. & Cultural Change Vol V, No 3 (Apr 1957) pp 193-215

Changes in what motivates people, and the development of expanded productive capabilities of individuals -- these comprise important elements in the developmental process of nations which are emerging from the traditional peasant-type of agricultural society. The author draws upon several of the social sciences in attempting to unravel the complexities of the developmental process, with particular emphasis on the role and behavior of individuals. In the course of his analysis he discusses the significance of the spreading of technical knowledge within the developing society. The problem is not that of limitation of human technical knowledge; rather it is the difficulties that "lie in the social structure and the motivation of the technically non-progressive societies." In developing his theme, the author examines the types of changes that are required in (1) interpersonal relationships; (2) social structures; (3) cultural inheritances; (4) economic institutions; and (5) motivations. Central to his entire argument is a hypothesis concerning the role of "subordinated" groups -- whose reactions to their "subordination" may lead to "radical alterations in the motivations of successive generations", possibly leading up to an "institutionalizing of continuing technological change."

210 HAUSER, Philip M. "Cultural and Personal Obstacles to Economic Development in the Less Developed Areas" Human Organization Vol 18 (Summer 1959) pp 78-84

"Cultural obstacles in the less developed areas of South and Southeast Asia to the achievement of national aspirations to raise levels of living may be considered in two categories -- namely, as elements of the colonial heritage of a number of the countries, and as elements of their indigenous cultures ... These various cultural and social obstacles have their counterpart in the person ... Among the characteristics which tend to obstruct advances in levels of living, some of the more important ones include: the lack of incentive, illiteracy, the lack of occupational skills, pre-scientific conceptions of the natural and social orders, the absence of leadership traits, parochialism, nostalgic romanticism, a victim complex in respect of the West, and individuation which hampers or precludes cooperative effort, and increasing disillusionment about, and impatience with, the rate of economic advance."

211 HAVIGHURST, R.J. and B.L. NEUGARTEN American Indian and White Children Comm. on Human Development Univ. of Chicago & U.S. Office of Indian Affairs Univ. of Chicago Press Chicago, Ill. 1955 335 pp

A sociopsychological field study of moral concept and emotional development among children of several Amerindian tribes as compared with U.S. white children in a midwestern community. Psychological instruments and systematic interviews provided data for statistical treatment which indicated significant differences along such dimensions as "moral judgment", "moral ideology", "belief in immanent justice", as well as emotional response patterns. This is a relatively rough, pioneering work with many admitted shortcomings, but it indicates a potential for empirical cross-cultural investigation of the nature and genesis of behavior variables.

212 HAWTHORN, H.B., C.S. BELSHAW and S.M. JAMIESON The Indians of British Columbia - A Study of Contemporary Adjustment Canada Dept. of Citizenship and Immigration Univ. of California Press Berkeley 1958 494 pp

Assesses the present situation (to 1955) by a series of community studies in B.C. to obtain data and make specific recommendations for future policy. Ranges from primitive bush to urban settings: community life, family structure and changes, resources, employment, education, relations with law, social welfare needs and administration. Excellent model of study techniques. Lacks bibliography or references.

213 HERSKOVITS, Melville J. Economic Anthropology Alfred A. Knopf New York 1952 547 pp $5.75

Like its predecessor the volume in review will be of primary value to the economist in demonstrating "... some of the discrepancies between (his) assumptions about non-pecuniary, non-machine economies and the actualities of primitive production, exchange and consumption." The "primary concern in these pages is to understand the cross-cultural implications of the process of economizing," with the primary emphasis on the "role of alternatives between which to choose ... and the problem of attaining efficiency through choosing." Cultural factors, it is stressed, delimit not only the choosing but also the nature of wants themselves and the exchange system for the provision of goods and services. (AER June 1953, p 401 - J. Siegel)

214 International Social Science Bulletin Vol VI, No 3 (1954) pp 369-478

Part I of this issue is devoted to "Economic Motivations and Stimulations in Underdeveloped Countries" and reports on a round-table organized by the International Research Office on Social Implications of Technological Change (Paris March 1954). It contains papers plus a selective (unannotated) bibliography. Included are: "Comparative Study of Economic Motivations and Incentives in a Traditional and in a Modern Environment" by G. Balandier; "Motivation and Culture-pattern in Technological Change" by M.J. Herskovits; "Money, Work and Social Change in Indo-Pacific Economic Systems" by R. Firth; "The Recruitment of White-collar Workers in Underdeveloped Countries" by B.F. Hoselitz; and "The Unsettled Attitude of Negro Workers in the Belgium Congo" by A. Doucy.

215 LEWIS, O. The Children of Sanchez Random New York 1961 499 pp

The "culture of poverty", a shallow, disintegrative, hedonistic pattern, is identified and thoroughly explored by autobiographical compilations from members of a single urban slum Mexican family. Despite the geographical limitation, Lewis has explored a cultural phenomenon observable universally where peasant populations are experiencing rapid urbanization.

216 MAIR, L.P. "Applied Anthropology and Development Policies" British Journal of Sociology Vol VIII (1956) pp 120-33

A discussion of applied anthropology and how it relates to social change and how new influences have a tendency to weaken the trend toward conformity. Theories of various applied anthropologists are discussed and their role analyzed. "An important achievement of anthropological analysis has been to show how much less easy it is to reshape society by deliberate action than has sometimes been supposed. The phrase 'social engineering', which some of us used with confidence a generation ago, is now out of favour .... Those anthropologists who do not subscribe to dogmatic moral systems are certainly entitled to claim that they base such judgments (on the unworthiness of ends) on the rational interpretation of observed data, and those of their fellow-citizens who wish to reach their own conclusions in a rational manner can profit by the study of their arguments. But when the judgment itself is in question, if they ask him to make it for them, they must remember that they are crediting him with wisdom as well as knowledge, and that wisdom is not a professional attainment."

217 MARCUS, Edward "Large-Scale Investment and Development -- the Dilemma of the Gabon Republic" Econ. Dev. & Cultural Change Vol IX, No 1, Part 1 (Oct 1960) pp 64-74

The Gabon Republic, originally one of the four components of French Equatorial Africa, is "probably among the least advanced economically of any of the members of the African continent." In the course of the review of industrial progress and prospects, problems encountered in training raw labor are examined within the context of the author's introductory remark: "It is difficult to convey to the outsider the poor quality of (these) recruits." Difficulties facing the employers include unfamiliarity of new men with common equipment and tools, such as shovels, ladders and wheel barrows; lack of a common native language; accident proneness due to being unfamiliar with the dangers inherent in moving parts and sharp edges; poor health; instability of the labor force; and problems of mixing men from hostile tribes. With such a background it is impossible for a sizeable highly trained cadre to emerge from the ranks of industry.

218 MARRIOTT, McK. (ed.) Village India - Studies in the Little Community Amer. Anthropological Assoc. Memoir No 83 Univ. of Chicago Press Chicago 1955 269 pp

Eight separate ethnographic studies of culture change in small communities brought about by economic and social mobility pressures illustrate methods of making "little community" studies and demonstrate anthropological theory relevant to such studies. The eight villages studied represent five provinces of India. One study (Oscar Lewis) utilizes a comparative approach with data from both Mexican and Indian villages.

219 MEAD, M. (ed.) Cultural Patterns and Technical Change UNESCO, Tensions and Technology Series Mentor Press New York 1955 303 pp 50¢

Five case studies of technical change (Burma, Greece, Nigeria, Poland and the U.S.) are followed by cross-cultural studies of implications of such change in specific practices (i.e., agriculture, nutrition, child care, public health) and specific mental health implications of change. A final chapter deals with operating principles involved in technical change programs. Appended is an extensive bibliography and documentation.

220 MOORE, Wilbert E. Industrialization and Labor - Social Aspects of Economic Development Cornell Univ. Press Ithaca, New York 1951 410 pp $5

"An exploration into one set of factors commonly neglected in discussion of economic development, namely, the quantitative and qualitative supply of labor." The first part consists of an extensive survey of the relevant literature under the title "From Village to Factory: Comparative Evidence and Theoretical Implications". Part II, "From Peons to Industrial Workers", represents the findings of a field study in Mexico. Part III is a "Conclusion". A bibliography is included.

Economists should welcome this first-rate treatment of the main non-economic aspects of the subject ... What Mr. Moore did, with the aid of Mexican specialists, was to study two villages in the zone of Atlixco, Puebla, some 50 miles south of Mexico City, in an ancient center of Mexican Indian culture. About 74% of the area's labor force in 1949 was engaged in agriculture, though the area has some textile mills and a few mines. Each village is nine miles from the central town of Atlixco, one in the mountains and accessible only by poor road and the other in the valley only a mile from the Pan-American highway. All adult males and 10% of the women were interviewed at length, and in addition a careful study was made of the villages' social structure. ... The book poses the basic question: 'What kinds of circumstances will induce workers to leave traditional modes of production and enter modern economic activity?' ... Moore shows that the main barrier to labor recruitment is the functional interdependence of the non-industrial society in which economic development is attempted, as illustrated, for example, by the security system provided by the social structure of such a society, and by the status-system. Although accessible factories in the area had been established for decades, none of the men in the valley village and only a small minority in the mountain village had ever sought factory employment -- this despite considerable poverty. Since the inhabitants were chiefly agricultural workers, it follows that factory personnel are most readily recruited from nonagricultural occupations. Pressures, as opposed to slight differences in financial advantage, often induce labor mobility, mainly by way of land shortage and loss of markets for handicraft products. Positive incentives, finally, must not consist of just slightly more attractive wage offers (such wages are likely to appear to be 'high' only in relation to serious poverty). Instead, the incentives must comprise expanded wants, prestige, opportunity to specialize, and ability to participate in new voluntary associations. (AER Sept 1952, pp 680-2 V. Salera)

221 MOSK, Sanford A. "Economic Potentials of Africa: Discussion" Amer. Econ. R. Papers & Proceedings of the 68th Annual Meeting of the Amer. Econ. Assn. Vol 46, No 5 (May 1956) pp 467-70

"The drift of my observations is to bring out the importance of colonial situations and the heritage of colonialism in Africa and to suggest that sound development in a meaningful sense, embracing an understanding of cultural reactions and objectives as well as of possible material advances, can only be achieved if Africans themselves play an active part in the planning."

"I should like to extend these remarks about African participation one step further and to suggest that when Africans feel that there is some point to what they do, for themselves and for the future of their own people, then some of the cultural ways which run counter to material development may undergo fairly rapid change ... Another illustration of the importance of European-African relations and attitudes is found in the experience of the Dunlop factory in Durban, reported in a study by the Dept. of Economics of the Univ. of Natal, entitled the African Factory Worker. Because of a shortage of European labor during World War II, Africans were employed in factory jobs from which they had formerly been excluded. This opportunity, plus improvement in family housing, was responsible for a reduction in labor turnover, and, furthermore, the results in productivity and efficiency far exceeded the expectations of the European managers when the experiment was begun."

222 NASH, Manning "The Recruitment of Wage Labor and Development of New Skills" The Annals Vol 305 (May 1956) pp 23-31

Using the case history of Cantel, Guatamala - where a peasant society successfully adapted itself to industrial work, the author blocks out those social and cultural factors which appear crucial in the process of labor recruitment and commitment.

223 PHILLIPS, Doris G. "Rural-to-Urban Migration in Iraq" Econ. Dev. & Cultural Change Vol VII, No 4 (July 1959) pp 405-21

This study touches upon the role of education among Baghdad migrants, based on a survey covering four percent of the households in four representative sections of the Baghdad area. Illiteracy predominates: only eleven percent of the males and almost none of the females had any schooling. Government schools and other social services were little used because of lack of knowledge of their existence or of their value, fear of bureaucratic procedures, and inability to pay for such items as transportation or shoes. Questions concerning these people's desires revealed that interest in schools was negligible (mentioned by less than one percent) compared with desire for better housing, more readily available water, improved employment (higher wages and more permanency), better clothing and household equipment, toilets, and better food.

224 SCOTT, J.F. and R.P. LYNTON (eds.) The Community Factor in Modern Technology Tensions and Technology Series UNESCO Paris 1952 171 pp

An international study of "the sense of belonging" in industry. Based on case studies in the United States and Europe of discords in industrial societies, factors of individual adaptation are explored. The editors recommend increased efforts to "integrate" agriculture and industry and to maintain or create new channels of communication between "town" and "country."

225 SPICER, E.H. Human Problems in Technological Change
Russell Sage Foundation New York 1952 301 pp

A casebook of fifteen specific problems encountered in technological changes involving cross-cultural contacts. Unique format device presents the problem, the course of events and relevant factors and then pauses for the reader (student) to consider and predict before continuing to read the outcome and analysis of each case. Range is from aborigines of Australia to the Maritime Provinces of Canada.

226 TAX, Sol "Changing Consumption in Indian Guatemala" Econ. Dev. & Cultural Change Vol V, No 2 (Jan 1957) pp 147-58

"The changes that have occurred in Indian consumption (as well as technology, religion and social organization) at various times in the past 400 years and their present outlook on life suggest that it need not be difficult to increase radically their level of living, their rate of saving, and their potential for capital formation. What needs to be done is to help the Indians to produce more to enable them to put an increased margin to productive use. But the way to be helpful is to recognize first that we do not know the answers, and then to try to learn from the Indians what the answers are by offering them as wide a range of alternatives as our -- and their -- ingenuity permits. I have argued that change is a function of realistic alternatives available and that the "reality" of the alternatives is a function of the perception of the Indians -- what from their point of view and in their situation seems good and feasible .... In brief, the hypothesis on which I operate is that developing communities need the freedom of the market place and a good display of merchandise from which to choose, and no salesmen."

227 TIRYAKIAN, Edward A. "Occupational Satisfaction and Aspiration in an Underdeveloped Country: The Philippines" Econ. Dev. & Cultural Change Vol. VII, No 4 (July 1959) pp 431-44

An interesting investigation of work satisfaction which throws some light on the motivations of several strata of society in an underdeveloped country. One conclusion was that the important role played by managers and officials needs to be made more conspicuous so that more persons will be motivated to seek such positions and fewer the overcrowded fields of law and teaching. Findings were: "(1) A large majority of respondents indicated some degree of satisfaction with their present occupation, with white-collar workers showing greater satisfaction than blue-collar workers, (2) Intrinsic work satisfaction was mentioned more than any other factor as the thing liked best about the present occupation; on the other hand, economic reasons prevailed when respondents stated the occupation they would like to be in or the one they would advise their children to enter, (3) In terms of occupational aspiration, about one-fourth of the total sample indicated they would like to remain in the occupation they now have. A majority of the remainder, especially among urban respondents, indicated preference for white-collar work and particularly for professional occupations. Occupational aspirations for children rested even more emphatically on the professions. Finally, although the Philippines (like most other underdeveloped countries) has a predominantly agrarian-based economy, only a very small percentage of respondents desired for themselves or their children to be in agricultural occupations."

228 UNIV. OF LONDON INST. OF EDUCATION and COLUMBIA UNIV.
TEACHERS COLLEGE Yearbook of Education - 1954
Education and the Transformation of Societies by R.K.
Hall and J.A. Lauwerys (eds.) Evans Bros London
1954 630 pp

Prepared at a time when a disappointed scepticism was beginning to temper post World War II enthusiasm for technical aid programs, this yearbook samples scholarly and technical opinion from both Western donor nations and many recipient nations concerning objectives, practices and shortcomings of educational efforts. In addition to theoretical statements and reviews of aims, objectives and implications of technological development and directed culture change (of interest particularly because European, Asian and Near Eastern views are contrasted with U.S.), a wide variety of actual situations are described in detail to illustrate techniques of "basic education," technological education" and administration of programs. While emphasis is on underdeveloped areas, comparative studies of projects in Western nations are also briefly presented, i.e., Zuiderzee Project in the Netherlands; TVA in the U.S.A.; USSR far north education; Japan since Meiji and under military occupation. Emphasized throughout is the need to understand incentives and motivations of recipients in the social context.

229 UDY, Stanley H. Jr. Organization of Work A Comparative
Analysis of Production among Nonindustrial Peoples
HRAF Press New Haven, Connecticut 1959 182 pp $3.95

Through study of 150 nonindustrial production organizations drawn from social systems in ethnographic literature, the author attempts to show the principal ways in which technology, production organization, reward systems and social settings are interrelated. Findings indicate that contractual production organization necessary for industrialism, is typically lacking in today's nonindustrial society. Industrialism of certain areas may require extreme disruption of existing landed property arrangments before it is possible to shift from control through land to control through finance - a prerequisite to industrialism. A useful step toward cross-cultural comparison, but validity of results is limited by non-comparability of data.

230 **VERMEULEN**, Adrianus "Social Aspects of Economic Development" (Chap 2) pp 63-78 Methods of Industrial Development with Special Reference to Less Developed Areas. Papers and Proceedings of the Second Study Conference on Problems of Economic Development Organized by the EPA-OEEC, Alcala de Henares Madrid Apr 10-15, 1961 OECD Paris 1962 350 pp $5

"In taking up some of the social factors that affect the nature and rate of economic development,(this paper) places particular emphasis on the general attitudes toward work and progress. The desire for economic development may often be incompatible with many of the most precious social values of the traditional society. An effective approach to development in such cases must therefore implant certain attitudes toward material welfare, towards efficiency and, most important, towards the individual and towards the social function and status of work. If a generalization can be permitted, most developing countries have abundant incentives to change their present status and often equally abundant institutions and attitudes which tend to thwart the very goals that they seek. Mr. Vermeulen emphasizes that, in the social sphere, just as in the economic and financial aspects, the state can play a dynamic role in implanting the social atmosphere necessary for industrial growth. In referring to manpower utilization, training of workers for industry and industrial relations, he shows why the techniques of industrialized countries cannot be transplanted overnight into underdeveloped regions. He lays particular stress on the conditions and difficulties of developing a trained industrial labor force, particularly in respect to education and adaptation in an urban society."

231 **WHITEHILL**, Arthur M. Jr. "The Japanese Worker" California Management R. Vol III, No 2 Winter 1961 pp 32-38

An examination of the way in which culture affects behavior through the use of a "Cultural Continuum Checklist" applied to Japanese and American workers' attitudes toward their job and their employer.

232 **WILLEMS**, Emilio "Protestantism as a Factor of Culture Change in Brazil" Econ. Dev. & Cultural Change Vol III, No 4 (July 1955) pp 321-33

This discussion of the impacts of Protestantism in Brazil includes consideration of literacy and educational development. Protestantism exerts a strong force in reducing illiteracy - compared to the somewhat different attitude of the Catholic Church. The compelling force is the unanimous conviction among Protestants that "a true Protestant ought to be able to read the Bible." In addition, changes have been introduced in agricultural practices induced by the non-religious sections of Protestant periodicals. "Many Protestant farmers showed an unusual degree of progressiveness, manifest in technological achievements and level of living."

233 WOLF, Charles, Jr. "Institutions and Economic Development" Amer. Econ. R. Vol 45, No 5 (Dec 1955) pp 867-83

"The programming of economic development has been largely based on theories and assumptions which place primary stress on technological change and capital formation ... While, however, inadequacies of existing technology and investment invariably characterize underdeveloped economies, these characteristics are perhaps correlative rather than causal. The inadequacy of technology and capital formation may be due less to a shortage of information about techniques or of potential savings, than to shortages of the 'right' kinds of institutions -- 'right' implying those kinds of institutions which permit or stimulate, rather than impede, the adoption of new techniques and the formation of productive capital ....

"In sociological literature discussing the relation between values and institutions, the causal sequence is generally presumed to be from changes in values and motivations to changes in institutions. It is therefore presumed that significant changes in the institutional structure of a society must be preceded by a major shift in the society's value pattern. The familiar thesis attributing the growth of capitalist institutions in the West to the ethical innovations of the Protestant Reformation is an example of this view. The hypothesis we have suggested stresses the converse view that institutions can cause changes in values and motivations where these offer serious impediments to growth." Institutions may affect growth by removing or reducing those imperfections, friction, and rigidities in the market which are due to imperfect knowledge concerning purchasing, production, technical or marketing opportunities. Overcoming imperfections of knowledge in underdeveloped countries is, however, a considerably more subtle process than simply the diffusion of information. A few of the complications involved may be briefly noted. It is a commonly accepted law of perception that the perceiver systematically overlooks what he considers extraneous and irrelevant ... Cultivators who typically produce for their own consumption and use, rather than the market, may indeed value higher standards of personal welfare. However, they may not perceive the connection between using artificial fertilizer to raise yields" of a commodity they don't need and obtaining a commodity or service (education, improved health, etc.) they do need. The availability of improved techniques may thus be overlooked as irrelevant to their 'felt' needs. To influence perception, therefore, institutions frequently must not only disseminate and facilitate the connection between such information and the realization of needs considered pressing by the perceiver .... Values may be defined as individual and collective judgments (or assumptions) concerning what is desirable . In 'rational' human behavior, values provide the motivations which impel men to choose or avoid particular types of voluntary action .... If it becomes possible to realize economic security in underdeveloped countries through other means than those which depend on the established status and prestige structure, the character of economic choices (e.g., career choices, investment decisions, etc.) may be significantly affected.

234 WOLF, Eric B. "Types of Latin American Peasantry" A Preliminary Discussion" American Anthropologist June 1955 pp 452-70

The author, an anthropologist, has sketched two types of Central American village systems: one a closed corporate village impervious to economic change by virtue of certain aspects of its social structure; the other open to growth.

"WANT" DEVELOPMENT

See also Entries 45,181,1052.

235 BREWSTER, John M. "Beliefs, Values, and Economic Development" J. of Farm Economics Vol 43, No 4, Part 1 (Nov 1961) pp 779-97

A thoughtful analysis of the historical underpinnings of the "traditionalist" value system that motivates the so-called underdeveloped societies as contrasted with the modern value system of the economically dynamic Western society. "The central theme of this analysis is that the dominant striving of people in all cultures is the aspiration to earn an increasingly favorable image (valuation) of themselves in their own eyes and the eyes of others .... This status aspiration functions as a powerful inhibitor of economic growth if it is guided by the belief that dependence on economic employments is indisputable evidence that one lacks the capacities of mind and character that entitle him to the higher positions. But the same aspiration becomes the generator of unlimited economic growth if it is guided by the belief that proficiency in economic as well as non-economic employments is the appropriate way of earning an ever higher valuation of himself in his own eyes and in the eyes of others. The key step in the rise of our economically dynamic Western society was a revolutionary shift from the first to the second of these beliefs -- the belief that no amount of riches can ever exempt one from the responsibility to be as proficient as possible in any employment which he believes best expresses his productive potential. Once this shift in beliefs was accomplished, economic incentives became effective inducements to increasingly productive effort over and above the limits imposed by any conceivable level of customary wants .... The central question is: How may this revolutionary change in traditionalist beliefs and values be facilitated?"

236 CHARLES, Pierre "Tribal Society and Labour Legislation" Intl Labour R. Vol LXV, No 4 (Apr 1952) pp 425-41

"In the field of labour as in all other domains of communal life, tribal societies are governed by a system of traditional rules based on concepts quite different from those in modern societies of the European type. It would therefore be unrealistic to overlook the latent conflict between the obligations and habits of tribal life and labour legislation on the Western model. However, as the author of this article points out, those responsible for the framing of laws can now be helped by the science of cultural anthropology to proceed with fuller understanding of the effects of their action on the people for whom the laws are made."

237 FRANKEL, S.H. The Economic Impact on Underdeveloped Societies Harvard Univ. Press Cambridge, Mass. 1953 179 pp

A collection of essays emphasizing that the way to make use of new means of economic organization in a society is to involve that society in ever-expanding orbits of economic relationships. This cannot be accomplished by fiat but requires development of necessary values. In many cases economic and social values are uncomparable between industrialized and non-industrialized societies. The concepts are applied to four specific development situations in Africa.

238 HOYT, Elizabeth E. "Want Development in Underdeveloped Areas" J. of Political Economy Vol 59, No 3 (June 1951) pp 194-202

"The most fundamental influence in any expenditure, of course, is not purchasing power but a disposition to buy, which springs from a want either deep-seated or superficial." This paper presents a theory of want development considering not the usual problem of finding means to satisfy wants, but the opposite and less well-known one of creating wants in societies where rapidly rising income invite haphazard and disorganized spending without regard to realistic or "deep-seated" wants. The United Fruit Company town of Tiquisate in Guatamala is used as an example where the author has been doing field research on "changes in wants under the influence of modern technological culture, with special reference to cases and communities where one important influence is the employer of labor."

239 INCIDI (INT'L INST. OF DIFFERING CIVILIZATIONS) Development of a Middle Class in Tropical and Sub-tropical Countries Record of the 29th Session held in London, Sept. 1955 Brussels 1956 235 pp

From an economic viewpoint, many speakers stressed the role of the middle class in underdeveloped areas in leading the native population toward a European standard of living and, by example, stimulating economic activity through creating wants whose satisfaction can be achieved only by the purchase of European-type goods.

240 JONES, W.O. "Economic Man in Africa" Food Research Inst. Studies Vol 1, No 2 (May 1960) 281 pp $2.50

Accounts of the behavior of Africans in actual market situations .. .. demonstrating that economic man is no stranger to tropical Africa and strongly suggesting that, given full opportunity to pursue his personal objectives, he can be relied on as a powerful agent to move African economies to greater productivity and wealth.

241 MENDERSHAUSEN, Horst "Discussion of Growth in Underdeveloped Countries" Amer. Econ. R. Papers and Proceedings of the 64th Annual Meeting of the Amer. Econ. Assn Vol 42, No 2 (May 1952) pp 601-4

In discussing Ragnar Nurkse's "Some International Aspects of the Problem of Economic Development" (pp 571-83) Mendershausen poses the question as to whether it is possible for the U.S. to "turn off" its conspicuous consumption of material goods which tempts imitation in underdeveloped countries which have not yet developed the wherewithall to produce such material goods: "In general, the answer must be no. There is much to be shown with pride, and much that is closely linked to the production standards we ought to broadcast. Beyond that, as long as we wish to be entertained by eye and ear filling displays of merchandise, catering to extravagance and conspicuous consumption, foreigners will have to find their own ways of developing immunity to them. But where we address ourselves directly to the outside world, as for instance in the small sector of government propaganda, we might possibly see to it that the spigot not be turned on overfull. There we should perhaps emphasize the features of frugality and saving that exist in our society. When talking of our cars and homes, we should perhaps mention how we do our own fixing, washing, and painting, mostly without servants and retainers. This may at least help to dispel the fiction that we are just a nation of consumers."

242 REYNOLDS, Lloyd G. "Economic Potentials of Africa : Discussion" Amer. Econ. R. Proceedings of the 68th Annual Meeting of the Amer. Econ. Assn. Vol 46, No 2 (May 1956) pp 462-64

"The administrator who commented that 'our real job is to make the African discontented,' was getting at a central truth. The problem is not one of labor supply as conceived in the U.S. but one of transforming the whole pattern of family organization and community life."

243 ROTTENBERG, S. "Incentives in Underdeveloped Economies" Amer. Econ. R. Papers & Proceedings of the 72nd Annual Meeting of the Amer. Econ. Assn. Vol 50, No 2 (May 1960) pp 73-83

One of three papers and a discussion on "Economic Growth and Incentives: Changing Roles and Public Policies" which deals with "economic man" in the U.S. and U.S.S.R. as well as underdeveloped areas. Author asks "What is the meaning of nonresponse to incentives and what are the analytical consequences of nonresponse?" And "What is the empirical evidence of incentive response behavior in the poor countries?"

244 TINKER, Frank A. "The Navaho Experience" Challenge Dec 1960 pp 26-30

An examination of the past 100 years of U.S. aid and technical assistance to a backward area and its indigenous population (the Navaho Indian tribe) who have almost completely resisted assimilation or even acculturation, which concludes that short of a complete reformulation of cultural values, these people are incapable of economic survival in a free enterprise system by methods based on individual initiative. "The fact is that the white man's goal - the desire for social advancement through wealth - does not have any meaning for those primitive cultures wherein work in the form of regular employment is strange and meaningless. Thus the unenviable task which faces the teachers who undertake the formidable job of Indian education is to make their students dissatisfied and hungry for things which may not in themselves be worthy ... This same formidable, almost immoral job apparently awaits anyone determined to start other underdeveloped people toward a 'better' life by means of the free enterprise system. The only Indian projects which have prospered have been those (several motels, a coal mine, a housing project and a successful sawmill) which have been undertaken by the tribe as a unit."

245 UGANDA PROTECTORATE Report of the Agricultural Productivity Committee 1954 (supplement) Uganda Development Council pp 30-1

"Although factual data on the subject are imprecise, there are indications that in many parts of the Protectorate African cash income exceeds expenditure ... The incentive, therefore, for the majority of farmers to increase their cash incomes is limited; leisure and time for social intercourse ... are more valuable to them than money after their limited cash wants have been met. The family system in the rural areas still provides security against old age so that there is little need to save even on that. According to the information given to us, the average peasant works from three to four hours a day and, until the general pattern of his wants can be changed, this is not likely to be much increased."

246 WECKSTEIN, Richard S. "Welfare Criteria and Changing Tastes" Amer. Econ. R. Vol 5, No 1 (March 1962) pp 133-53

An interesting attempt to subject the concept of well-being(and more particularly changes in it) to economic analysis through what the author terms the "aspiration-welfare function". The author examines the determinants of the level of aspiration such as culture, communication, etc., the relationship of income to welfare, and the relationship to the aspiration-welfare criterion of distribution of income, of advertising, education, and changes in taste and demand.

LEADERS IN CHANGE: INNOVATORS, ENTREPRENEURS, THE "ELITE"

See also Entries 7,807,934.

247 ALDERFER, E. Gordon "'Acción Comunal in Colombia' CARE and the Coffee Federation Break New Ground with a Pioneering Survey" Intl Dev. R. Vol 3, No 1 (Feb 1961) pp 10-13

Describes a CARE survey of Colombia community development resources, attendant problems, and concludes that "what is needed under the present circumstances -- and quickly -- is the development of a large corps of what we began to call 'promotores del pueblo'. The term is only awkwardly translatable, and in a sense it signifies a new set of skills, a new profession. The 'promoter's' job does not require advanced academic training, but it does require a training in the application of common sense to community problems, a knowledge of what specialized skills and professional resources should be called on to meet specific community needs and where to find them, a sensitivity to the community as a living organism and not merely an unlinked chain of economic interests. He is not an 'extensionist' with a single professional skill but a community generalist geared to help induce the process of local development."

248 ALEXANDER, Alex P. "Industrial Entrepreneurship in Turkey: Origins and Growth" Econ. Dev. & Cultural Change Vol VIII, No 4 (July 1960) pp 349-65

"The scarcity of entrepreneurial resources in underdeveloped countries is generally recognized as a fundamental obstacle to economic progress. A study of the growth of entrepreneurial capacities, as it has occurred in some of these economies, can throw light on a social process which is as important as it is complex. This paper presents a case study of the origins and growth of the industrial entrepreneurial group in Turkey. The emergence of this group is recent and its growth has been rapid. Viewed against the background of Turkey's history and culture, its presence constitutes a truly revolutionary development. The main findings of this study are based on a survey conducted for the purpose of ascertaining the socio-occupational origins of Turkish industrial lists. The single most important group from which they were recruited were traders. Larger farmers and craftsmen were second in rank as sources of recruitment, each of these two groups being of roughly equal importance. Most, if not all, of former farmers have moved into industries processing agricultural products. In contrast, former traders have shown no strong preference for particular types of industries.... The rise of industrial entrepreneurship in Turkey was the climax of a series of economic and social changes compressed within the period since 1923. Prior to that time Turkish society had for centuries experienced little change. An important ingredient of the changes which followed was the rise of commercialism. The declining importance of traditional careers, opportunities in business and the professions in a society undergoing modernization and development, and the impact of the radical secularizing and westernizing reform of the new state all contributed to the rise of the spirit of enterprise.

249 BARNETT, H.G. Innovation: The Basis of Cultural Change McGraw-Hill New York 1953 448 pp

A basic work which attempts "to formulate a general theory of the nature of innovation and to analyze the conditions for, and the immediate social consequences of, the appearance of novel ideas." The final section deals with the acceptance and rejection of innovations.

250 CARTER, C.F. "The Economic Use of Brains" Economic J. (London) No 285 (Mar 1962) pp 1-11

"Because ideas and methods of organization and working are capable of being copied, a special importance attaches to those of the highest ability, ingenuity, and inventiveness who set an example to others. Such people are notably significant in dealing with the complex problems of change; indeed, one can say that at many points in the economy and the social system it is the supply of first-rate ability which determines the speed of change, all other shortages being of secondary importance."

251 CASAGRANDE, J.B. (ed.) In the Company of Man Harper New York 1960 540 pp

Twenty "personal portraits" by anthropologists of remarkable individuals in rapidly changing societies. A series of nontechnical sketches, touching upon most major world areas, all of which have been profoundly affected by contact with Western culture, the portraits vividly illustrate the essentially shattering effect such contacts have upon cultural patterns as well as the unique and variable systems of defense which individuals are capable of developing.

252 CLERCK, M. de "The Problem of the Appointment of 'Functional Leaders'" Fundamental and Adult Education Vol 6, No 2 (Apr 1954) pp 63-70

Use of sociometric techniques in selection of local personnel to give continuity to village programs begun experimentally through outside impetus. The school teacher is seen as "helpful" but not an effective leader since, especially if he is above average, he will probably move away from the rural area within a few years. Permanent leadership appointments are most effective only after thorough study of the structure of community interpersonal relationships and identification of key personnel.

253 FENLEY, J.M. (ed.) Thoughts on Administration in Extension and Rural Development Comparative Extension Pub. No 8 Cornell Univ. Ithaca, New York 1961 40 pp

Presents three papers: "Some Concepts in Administrative Theory" by L.H. Elliott which seeks for those basic truths helpful to extension executives; "Emphasizing Certain Administrative Processes in Extension" by the editor; and "Evaluation of Field Staff by their Administrators" by Evelyn Wood which describes a technique of evaluating the "contact persons" (that person who brings or represents the extension agency to the people) which enabled field workers in India to increase their effectiveness in one phase of their activities 600% in four years.

254 HOSELITZ, Bert F., H.M. TEAF, Jr. and A.O. HIRSCHMAN "Economic Growth and Development - Noneconomic Factors in Economic Development" Amer. Econ. R. Papers and Proceedings of the 69th Annual Meeting of the Amer. Econ. Assn. Vol 47, No 2 (May 1957) pp 28-41

Of particular interest is Dr. Hoselitz' discussion of the importance (and scarcity)of skilled labor - especially entrepreneurial, managerial, administrative and technical services - in developing areas and the "institutionalization" of entrepreneurship. Dr. Hoselitz points to three concepts in a theory of change which are most significant: the appearance of behavioral deviance, the emergence of cultural or social marginality, and the process of redefinition of societal objectives by an elite. Teaf comments on the question of using deviants to promote community change; and Hirschman comments on the causal relationship between deviant behavior and marginal or minority groups on one hand and the emergence of entrepreneurship, feeling that it is possible to confuse cause and effect.

255 Intl Labour R. "The Use of Social Promoters at the Puno Base of the Andean Indian Programme" Vol 86, No 3 (Sept 1962) pp 247-59

A great problem is that of how to obtain the active participation of the rural population in the underdeveloped parts of the world. The article gives an outline of training given to "social promoters" who are natural leaders among the Andean Indians. "A social promoter is a man who is concerned with the welfare of his community; who is willing to volunteer to serve his people; who has the respect of the community; who is receptive to new ideas, methods and social contacts from the outside world; who can gain the confidence of outside agencies; who can bring community effort into fruitful contact with help from external sources; and who has received special training. The Programme has found the social promoter extremely useful for extending the effective range of its own staff and resources, and for introducing into the communities the techniques appropriate for spreading fundamental education." This technique is not applicable in all situations and, therefore, the article concludes with a discussion of conditions which must exist if the "social promoter" is to be effective.

256 JONES, William O. "Manioc: An Example of Innovation in African Economies" Econ. Dev. & Cultural Change Vol V, No 2 (Jan 1957) pp 97-117

"The spread of manioc through Africa before the continent came under European political control clearly demonstrates that effective contact between European and African cultures long antedates the period of European political control. It also provides evidence directly contrary to notions of the African's arch-conservativeness, of his lack of inventiveness, and of his economic irrationality .... It was not necessary for alien governors to order the Africans to adopt new cultural elements that were to their own interest. The Africans grew manioc for sound economic reasons: (1) its resistance to drought and to insect damage; (2) its semi-perennial character; and (3) its productivity on poor soils. Colonial administrators consider these good reasons for encouraging manioc's cultivation today; free Africans considered them to be good reasons in the past ... Examination of the transmission of one cultural trait does not permit the development of general theories; in this instance, however, it provides a strong counter-example to widely held beliefs as to the willingness and ability of Africans to put new ideas to work."

257 KENWORTHY, Leonard S. Leaders of New Nations Doubleday New York 1959 288 pp $3.50

Dr. Kenworthy explores the lives and leadership of these men in vivid well-rounded biographies and considers each against the background of his own country and culture. He also gives intimate details of their personal lives -- how they were educated, the forces that shaped their lives, and so provides exciting stories of the men behind today's headlines and a collective picture of the new nations they lead. Illustrations are by Sam Kweskin.

258 McCLELLAND, David C. The Achieving Society D. Van Nostrand Co. New York 1961 512 pp $7.95

A psychologist seeking to uncover the psychological forces which make for entrepreneurial activity and hence economic development traces their origins to certain beliefs and child-rearing practices in the family. Irrespective of whether change in national income during a business cycle or over centuries is studied, economic psychology demonstrates that it is possible and useful to go beyond asserting that economic development is the result of human behavior by measuring specific psychological factors and showing their correlation with subsequent economic processes. Measurements of one of these motives (need for achievement, called n Ach. by psychologists) are extended in the new book to distant societies (e.g., ancient Greece, pre-Incan Peru, England from 1400 to 1800) as well as to contemporary societies. The manifold data presented in this book must be viewed as strongly supporting his major hypothesis: namely, that certain psychological forces, roughly measured by high n Ach. scores, make universally for rapid economic growth. According to McClelland the link between high n Ach. (A) and economic growth (C) is the presence of a large number of entrepreneurs (B). (AER June 1962, G. Katona)

259 MEAD, Margaret New Lives for Old Cultural Transformation - Manus 1928-1953 Wm. Morrow & Co. New York 1956 532 pp $6.75

An account of how a stone-age people who, when first studied by the author in 1928 were tradition-bound head hunters,managed to bridge the gap between their culture and modern civilization. Dr. Mead returned in 1953 to the territory of the Manus in New Guinea to see for herself the impact of American soldiers and civilization on her former stone-age friends. She found that the Manus' leap into our twentieth century probably would never have been accomplished without "the rare accident of a very gifted leader and the unique experience of having a million men, members of a modern society, intent on their own affairs, enact a large part of the pattern of Western democracy before their eyes." She stresses the importance "of finding out what had 'really happened' to transform this small cluster of stone-age head hunters into a community asking for a place in the modern world;" .... and how this knowledge of "what one people, in one place, who had made such a leap could mean to our hopes for the world." The appendices contain implications for the United Nations and for technical assistance.

260 MEYER, A.J. "Entrepreneurship and Economic Development in the Middle East" Public Opinion Quarterly
Vol XXII, No 3 (Fall 1958) pp 391-6

"The inapplicability of entrepreneurship theory, and indeed of economic theory generally, to the Middle East today accents the problem. When studying the area economists use the standard analytical equipment -- fact gathering, statistical evidence, estimates of aggregate performance and the like -- but no one in his right mind (certainly no one whose experience includes at least a weekend in Israel or Egypt) relies on pure Western theory for fool-proof explanations of economic relationships or forecasts of future activity ... First, there is ample evidence to refute the claim that the Middle Easterner is congenitally incapable of becoming a risk taker and manager .... Next, innovation doubtless will not play the role in Middle Eastern entrepreneurship that it did in the West ..... In the Middle East today, entrepreneurship is all risk and management, no invention. Third, in my opinion, the most potent force stimulating entrepreneurial activity in the Middle East is minority status. To this rule there are exceptions(Turkey, Iran and Egypt in particular)."

261 MORALES, Cecilio J. Educacion y Desarrollo Economico
(Education and Economic Development) Memorandum
Pan American Union Washington 1959 25 pp

The author, Director of the OAS Dept. of Economic and Social Affairs believes that the first step toward development is to have a nucleus of experts. A program of education can multiply geometrically if it comes from the top rather than an attempt to educate first the base of the pyramid. Among the problems already encountered in the achievememt of his proposal: scholars who study abroad do not gain the type of education useful for their countries; many do not return from the more developed countries; experts who visit the underdeveloped country cannot achieve much due to restrictions in time. There must be a group of "scientists" willing to assume the responsibility for the development of the country. There must be a Latin-American integration in matters of education.

262 PAPANEK, Gustav "The Development of Entrepreneurship"
Amer. Econ. R. Proceedings of the 74th Annual Meeting
of the Amer. Econ. Assn. Vol 52, No 2 (May 1962)
pp 46-58

Part of a discussion of "Problems of Economic Development" and followed by comments from E.E. Hagen and F.C. Shorter, this paper takes issue with the school (represented by Hagen) which holds that non-economic factors are of paramount importance in economic growth. "The experience in Pakistan does suggest that, in other countries as well, the development of industrial entrepreneurs may depend largely on economic incentives which are determinable by government policy. In most underdeveloped countries industrialists may not be accorded the highest status - they were not in Pakistan -- but the successful native entrepreneur will not be ostracised. Many countries have individuals in touch with the market and accustomed to respond to economic incentives, even at a moderate cost in social status: traditional traders, or money lenders, or growers of plantation crops. Most countries possess a civil service able to affect incentives by controlling foreign exchange and foreign competition and to provide reasonably satisfactory overhead facilities. At least a few countries should find high profits and high prices politically bearable so long as returns from industry are largely reinvested and contribute primarily to development, not conspicuous consumption. If economic incentives are sufficiently clear and strong, other factors can be less favorable than in Pakistan and some individuals or groups are still likely to respond to them."
"In short, in Pakistan and probably elsewhere, social change in the past may have been adequate to create the necessary conditions for the emergence of industrial entrepreneurs. A substantial change in economic incentives and disincentives is then a sufficient condition to bring it about."

263 REYNOLDS, Dana "The Agricultural Power Structure and
the Dynamics of Rural Advance" Intl Dev. R. Vol 4,
No 1 (Mar 1962) pp 27-33

The author indicates the need for recognizing and using the hierarchy of officials and informal leaders from top government to the smallest farmer to provide the dynamics for agricultural progress. Those with vast authority include: government officials, landlords and tribal chiefs, religious leaders, and business and industrial leaders. By working with and through the foregoing power structure, a country can then begin to pinpoint a working nucleus of "little" leaders representing various key geographic areas, tribal and family groups and major landlord holdings who will try out new practices with their neighbors and help bring about practical improvements. In any successful development program it is the farmer at the bottom of the social economic pyramid who grows the extra wheat, rice and sheep.

264 SAYIGH, Yusif A. Entrepreneurs of Lebanon The Role of a Business Leader in a Developing Economy Center for International Affairs, Center for Middle Eastern Studies Harvard Univ. Press Cambridge, Mass. 1962 177 pp

This book examines the rather unique Lebanese business community to determine the form and role of entrepreneurship in the economic development of this country. Its principal conclusion is that the entrepreneur is a strategic factor in the development, not the initiator of development. Indications are that a closer alliance exists between good management and entrepreneurship than has hiterto been suspected.

265 SILBERMAN, Leo "The Evolution of Entrepreneurship in the Process of Economic Development" The Annals Vol 305 (May 1956) pp 32-44

"The entrepreneur may be a private individual, the head of a cooperative society, or member of the board of a nationalized industry. In any guise the manner in which he makes his economic decisions and adapts them to new areas--many of them stagnant, economically uncreative--will unlock new, rich, factual material of the utmost importance to economic theory. The purpose of this paper is to examine (1) the reasons why, despite a hopeful beginning in the eighteenth century, this discussion is still a relative novelty; (2) the particular political and conceptual labors which in the underdeveloped territories are giving birth to entrepreneurship; and (3) the likelihood that amid these difficulties new aspects of economic entrepreneurship will be discovered."

266 SMYTHE, Hugh H. and Mabel M. The New Nigerian Elite Stanford Univ. Press Stanford, California 1960 196 pp $5

Based on extensive field work, including interviews with 156 members of the elite, this study describes the preparation of the elite for the responsibilities of self-government, showing how their increased participation in politics, in the direction of economic enterprises, in the professions, and in various social functions has involved serious problems of adjustment both to indigenous traditional society and to British colonial structure. The study considers who these people are, what values they hold and their cultural background.

267 SOLO, Robert A. "Education for Revolution" Intl Dev. R. Vol 3, No 1 (Feb 1961) pp 40-42

Underdeveloped countries need persons educated specifically for the tasks of leadership in the transition from traditional to new society and from handicraft economy to more advanced industrialization. Students from underdeveloped countries are not taught in U.S.universities how to contribute to their transformation. The author suggests that a university be established (in Puerto Rico) that would educate students specifically for this purpose.

268 ZINKIN, Maurice "Entrepreneurs: Key to Growth" Stanford Research Inst. J. Vol 5 (2nd Quarter 1961) pp 43-8

Entrepreneurs are one of the distinguishing phenomena of developed as compared to underdeveloped countries. The author identifies the important qualities of the entrepreneur and his contribution in creating change. The capacity of the entrepreneur to look into the future, to assume risk, to worry and be able to do something about the cause of his worry are elements which are most frequently associated with developed economies. Entrepreneurship is an art. Society cannot create it but can only give it a chance to function. Methods of obtaining entrepreneurs will vary in different societies but if a society wants them, it must accord them status. Underdeveloped countries need more entrepreneurs or their plans will be expensive in money and wasteful in men. Entrepreneurs are important for economic development at any stage.

COMMUNICATING IDEAS FOR CHANGE

See also Entries 551,693.

269 ACKERMANN, J.M. Communicating Industrial Ideas An International Handbook for Industrial Extension Stanford Research Inst. Menlo Park, Calif. 1962 145 pp

"Its aim is to present, in form suitable for use by industrial extension agents, some things that are known about communication and some ideas that have worked in communicating new industrial techniques. It is designed to help industrial development workers use their talents and energies more effectively. The book will be valuable in the training courses for industrial development personnel now springing up in several regions of the world. It will also prove useful for individual reading by development officers and consultants, by persons charged with planning or administering industrial extension programs, and by the growing number of practitioners and students alert to the human factors in technological change."

270 DAMLE, Y.B. Communication of Modern Ideas and Knowledge in Indian Villages Center for Int'l Studies Mass. Inst. of Technology Cambridge, Mass. 1955 27 pp

In 1952 and 1953 Dr. Y. B. Damle of the Deccan College, Poona, studied the penetration of certain modern scientific ideas such as the germ theory of disease, vitamins, etc. into seven Indian villages. The seven villages were chosen so as to form a scale along the continuum of communication distance from an urban center. The study was an imaginative and interesting one which contributed much to our knowledge of communication in village India. This document represents the result of Dr. Damle's second excursion into the villages. It presents his findings concerning village knowledge of national and world affairs. He found a village where occasional newspapers are read, but the facts learned from them did not include knowledge of the world balance of power. The reading was selective. Knowledge of modern attitudes toward caste and attempts at reform of such traditions and customs penetrated far further than did knowledge of world politics. This confirms a general social science insight. The perception of communications is not independent of their function for the audience. A study of communications must be a study of the entire social structure and of the values and aspirations of the people involved. Factual information carries little weight except where it has some personal meaning to the people who hear it.

271 DEGRAFF, H. "Some Problems Involved in Transferring Technology to Underdeveloped Areas" J. Farm Economics Vol 33 (Nov 1951) pp 697-705

Discusses specifically transferring of agricultural technology, but makes several universally interesting observations: (1) Problems of technologic transfer and development are always local and specific because cultural communications and economic motivation are characterized far more by variation than by conformity to any generalized pattern. (2) Technology must be communicated not only between scientists but between scientist and producer. (3) Especially in underdeveloped countries, where education has traditionally been a monopoly of the aristocracy, education today tends to wean students away from family and village where they are most needed.

272 DUBE, S.C. "Some Problems of Communication in Rural Community Development" Econ. Dev. & Cultural Change Vol V, No 2 (Jan 1957) pp 129-46

This article examines the problems and techniques of communications in creating a desire for change and an acceptance of new ideas in the Indian masses. It describes an educational experiment aimed at creating progressive attitudes among the villagers and transforming the village scene. Community development projects in Uttar Pradesh are singled out. Specific methods of communication tested include: (1) slogans, (2) pictures and posters, (3) pamphlets and publications, (4) movies, (5) tournaments and competitions, (6) exhibitions and conferences, (7) propaganda meetings, (8) fraternization, (9) visits by dignitaries, meetings and speeches, (10) social education classes and community centers, (11) camps and sightseeing tours, (12) work with local agents of change. The effectiveness of the methods varied widely due to the form of the media and the content of the communication as well as the predisposition of the community toward the sponsors of the change and their agents.

273 HALL, E.T. The Silent Language Doubleday New York 1959 192 pp

An anthropologist who has been directly involved with selection and training of U.S. personnel for diplomatic and technical assistance work develops a model for illustration of the many aspects of cultural and cross-cultural communication which take place most often without the individual's explicit awareness. In addition to language, Hall identifies 10 "Primary Message Systems:" e.g., "territoriality," "temporality," "defense" "association," and examines each cross-culturally in terms of "isolated sets and patterns."

274 HOSELITZ, Bert F. "Problems of Adapting and Communicating Modern Techniques to Less Developed Areas" Econ. Dev. & Cultural Change Vol 2, No 4 (Jan 1954) pp 249-68

A study of the problems of gaining acceptance of innovation in production techniques and social institutions. The oftentimes apparently irrational resistance to innovation by individuals and groups is explained with illustrations from agricultural extension in developing areas. The principles that could be applied in the introduction of new techniques are examined; use of existing organizational principles, and local values; use of selected individuals as innovation carriers; and a study of the total culture and its interdependent parts.

275 LEAGANS, J.P. The Communication Process in Rural Development Comparative Extension Publication No 6 Cornell Univ. Ithaca, N.Y. 1961 26 pp (paper-mimeo)

An elementary and fundamental examination of the components of communication between technically sophisticated field extension personnel and laymen. The problem is universally recognized in cross-cultural contacts; perhaps not as frequently considered in situations where a common language is shared. Leagans explores its pervasive nature and prescribes techniques and personal attributes to facilitate communication.

276 ROGERS, Everett M. Social Change in Rural Society A Textbook in Rural Sociology Appleton-Century-Crofts New York 1960 479 pp

This study of rural social change in the U.S. contains two chapters of particular interest: Chapter 14 on "Communication of Agricultural Technology: How People Accept New Ideas" which gives case studies of how hybrid corn was adopted in the Midwest; and a chapter on rural sociologists abroad which includes a number of references to studies of developing areas.

277 US - ICA Office of Personnel Orientation & Counseling Branch Some Points for Consideration of Technicians Working with Villagers Washington, D.C. June 1960 12 pp

Clearcut advice for technical assistance personnel working abroad on ways of developing good working relations with villagers.

MEASURES FOR THE UTILIZATION OF SPECIAL GROUPS

See also Entries 831,854,867,925,926,928,929,949,989,1003,1004,1006,1007, 1010,1014,1066,1089,1098,1134

278 ADAMS, Richard N. et al Social Change in Latin America Today Harper New York 1960 $5

A collection of provocative writings. See especially "A Case Study in Guided Change" by Holmberg which describes how a Cornell Univ. team slowly,sensitively guided a group of Quecha-speaking Peruvians on a sierra hacienda from their ancient, ineffective ways to new self-respect, new health, and productivity. A fine example of bridging the widest cultural gap by the most sympathetic "hand across the centuries."

279 AUBREY, H.G. "Mexico - Rapid Growth" Chap 13, pp 506-50 Economic Development Principles and Patterns by H.F. Williamson and J.A. Buttrick Prentice-Hall New York 1954

"The supply of skills required for progressive industrialization needs to be built up by carefully planned programs of education and training. While Mexico has tackled this task energetically, the very rapidity of its industrialization presents difficulties. Although the scope of this chapter excludes presentation of details, one point should not remain unreported: the active role of many Mexican unions in increasing and improving the labor supply. Many sindicatos have extended into the villages and promoted schooling, adult education, and other programs. While many unions control and promote recruitment for the factory, perhaps primarily to protect the closed shop and seniority, resistance to change and overprotection are not infrequent tendencies."

280 AUMONT, Michele "Women in the Factory: A Record of Personal Experience" Intl Labour R. Vol LXXIV, No 4 (Oct 1956) pp 345-62

The author "stresses, above all, the human aspects of women's employment, thus bringing out clearly the importance and timeliness of the efforts now being made both in the industrialized countries and at the international level to improve human relations in industry."

281 BELSHAW, H. The Communities Project Approach to Economic Development Tech. Paper No 84 South Pacific Commission Noumea, New Caledonia July 1955 32 pp (mimeo)

Distinguishes "community projects" from "community development" as the action technique of making use of self-help and participation of people in villages as a means of promoting economic development and eventual community development. Develops theoretical background and illustrates by using Asian Indian projects as models.

282 BILLERBECK, Klaus Mobilization of Manpower Potential in Asia and Africa Hamburg Archives of World Economy Hamburg 1961 169 pp

"This inquiry is focused on the rural areas of Africa and Asia (excluding the Communist under-developed countries)... The first chapter is devoted to the main ideas and principles which must govern a policy of rural development. The second chapter presents the various social and economic fields in which development work would have to be started, and the third chapter covers in broad outline the practical means to be adopted in carrying it out. These three chapters are based mainly on the experience gathered during the execution of community development programs in the last decade. An attempt is made to survey the diverse methods so far practised in various countries and build them into a comprehensive basic program. Whereas the first three chapters are concerned chiefly with the utilization of idle productive forces in the individual village, or an area comprising a group of neighboring villages, the fourth chapter raises the question whether any coercive measures should be applied and whether the surplus manpower would have to be withdrawn from the villages to form an organized labor force." Includes a 10-page bibliography, primarily devoted to community development.

283 CASO, Alfonso "The Aims of Mexico's Indian Policy" Intl Labour R. Vol LXXII, No 6 (Dec 1955) pp 514-20

This is an exposition of the principles that have long inspired Mexico's Indian policy, reaffirmed and developed by the National Indian Institute established in 1948. Paramount is the recognition "that the Indian communities in their present form are the product of a variety of historical and social factors, which have enabled them to survive and maintain their cultural patterns, but that they now require, in their own as well as the national interest, to be integrated in the life of the country by a process of gradual change." The attitude toward the Indians "must be a combination of study and action and fundamentally educational in the broadest sense of the term," and action must be "designed to set the Indian community on its feet by providing it with the technical resources it needs to maintain and safeguard its existence."

284 CHOWDHRY, Kamla and A.K. PAL "Production Planning and Organizational Morale - A Case from India" Human Organization Vol 15, No 4 (Winter 1957) pp 11-13

The object of the study was to examine the implications of differences in the policy of management of two Indian cotton textile mills. Mill A was operated to manufacture types of cloth that the market demanded at the moment and that would yield the highest profit at that time. Mill B has a relatively stable manufacturing schedule. The mill emphasized quality and their goods had a steady market demand. The mills were compared in terms of formal organizational structure, delegation of responsibility, and authority, communication and consultation practices, and the satisfaction and stability of working members of the organizations. It was found that the organization of Mill A, which developed around technical needs, produced continual upheaval in the social system and resulted in much inefficiency and dissatisfaction among the members. Mill B on the other hand, had none of these problems. The authors concluded that "in planning an organization's structure, not only have the technical demands to be taken into account, but the social system that underlies a particular technology and work process must be considered. In an organization where frequent changes in production schedules are contemplated, it is all the more necessary for the organizational structure and the operating practices of management to be such that they can fluctuate with the stresses and strains inherent in a situation of constant changes."

285 COOMBS, L. Madison Doorway Toward the Light The Story of the Special Navajo Education Program U.S. Dept. of the Interior, Bur. of Indian Affairs Washington, D.C. 1962 174 pp (paper)

This program was evolved over a period of years beginning in 1946. The stated purpose of this book is "... to tell of the program's origin, its philosophy, its developments and its results." An appendix lists the goals and the suggested classroom activities in a program designed to meet the particular needs of Navajo youth.

286 COPLAND, Sir Douglas "Australian Development and Immigration" Intl Labour R. Vol LXIII, No 6 (June 1951) pp 633-56

This is "an authoritative analysis of the way in which a country with experience of planned immigration has tackled the problem of economic development in relation to immigration."

287 DANDEKAR, V.M. "Utilization of Rural Manpower" Economic Weekly (Bombay) Vol 14, Nos 4, 5 & 6 (Feb 1962) pp 267-76

A rural works program in India should be one which, together with other plan projects, provides to the extent possible regular, full-time employment throughout the year to landless persons and uneconomic land holders. The author suggests that these workers, withdrawn from dependence on insufficient farm work might be formed into labor cooperatives. Provision should be made for training the promising and able workers in industrial skills because eventually those who cannot be employed in agriculture will have to be absorbed in industry.

288 DESAI, Neera Woman in Modern India Vora & Co Publishers Private Ltd. Bombay 1957 314 pp 10 r.

A comprehensive study of the changing status of women in India in relation to changing economic, social and cultural patterns. The book stresses the tremendous handicaps suffered by women in a framework of poverty and ignorance and in a setting still heavily dominated by traditional values as regards women's role in society and "women's work". It urges Indian women themselves to play a far more active part in combating reactionary attitudes and in advancing practical equality for women in all spheres. (ILR March 1959, p 330)

289 Econ. B. for Asia & the Far East "Population Growth and Problems of Employment in the ECAFE Region" Vol XII, No 2 (Sept 1961) pp 23-5

This article discusses more efficient use of human resources in newly developing areas. It covers national labor services, re-focusing of present educational systems which are turning out unemployable literates and educated persons, and cites the need for research and development into production techniques appropriate to low-income countries with an overabundant labor supply.

290 Education Abstracts "Citizenship Education for Girls"
Vol 11, No 7 (Sept 1959) 25 pp

Presentation of selected books and publications on the various aspects of how girls grow up today, on their expectations and problems and on how women could make their special contribution towards the cultural and political development of society.

291 ELIEZER KAPLAN SCHOOL OF ECONOMICS & SOCIAL SCIENCE
The Challenge of Development A symposium held in
Jerusalem June 26027, 1957 Hebrew Univ. Jerusalem
1958 233 pp

Of particular interest is the contribution of Alfred Bonne who suggests that the newly developing country's relatively scarce resources of capital, management, know-how, and entrepreneurial drive may best be utilized by state-sponsored public corporations acting as national producer cooperatives, with the life span of such an arrangement limited to the point where Rostow's "take-off into sustained growth" occurs.

292 FRIEDMANN, Georges The Anatomy of Work Free Press
Glencoe, Ill. 1961 203 pp $5

Will automation create serious problems? Will the absence of meaningful tasks be more of a curse than a blessing? What is technological progress doing to the nature of work performed by the individual in modern society? Here the Administrator of the Center of Sociological Studies at the Sorbonne, considers today's mechanized jobs; the probable future development of work; the reactions of people whose work is repetitive, unvaried, and tedious; the relationship between these attitudes and the present crisis of civilization. The solutions he offers are imaginative: new training programs, transfer and work rotation, and a variety of schemes for "job enlargement."

293 FLOUD, M. (Ed.), A.H. HALSEY and F.M. MARTIN Social Class and
Educational Opportunity London School of Economics Heineman
London 1957 152 pp

This study concerns the ways in which the educational system in England affects social selection; special attention is paid to the problem of providing equality of opportunity in post-World War II English education. Parts I and II describe the social distribution of educational opportunity, its relation to the distribution of ability in each social class, and compare conditions prior to World War II with conditions following the Educational Act of 1944. Part III considers the influence of social origins and family environment, both on children's achievement in various types of secondary schools and on their subsequent occupations. (This investigation was still in progress in 1956; current status unknown). Part IV discusses the social selection underlying academic selection in the English grammar schools. Major conclusion: "... virtually the full quota of boys with the necessary minimum IQ (assumed to be about 114-115) from each occupational group in the population were awarded places in grammar schools. If by 'ability' we mean 'measured intelligence' and by 'opportunity' access to grammar schools, then opportunity may be said to stand in close relationship with ability ..." Book contains figures, 36 tables, dealing primarily with social class and ability data.

294 FROST, Raymond The Backward Society St. Martin's New York 1961 246 pp $5

"The progress of backward countries is frequently delayed by lack of labor ... It is very curious that densely populated countries can also experience a shortage of labor. They have plenty of people but not enough labor. Here the problem is one of organization. The human resources are present but they are not put effectively to work. It is worth considering the reasons for the disproportionately limited size of the effective labor force relative to the size of total population."

295 GINSBERG, Eli and Douglas W. BRAY The Uneducated Columbia Univ. Press New York 1953 246 pp

This study of the poorly educated in U.S. civilian and military life is one result of the Conservation of Human Resources Project established in 1950. "In Part I, 'Education and Society', the major changes which have been taking place in the educational level of the American public are detailed against the background of changes in schooling and in the structure of the economy during the past half century. In Part II, 'Military and Civilian Performance,' a unique body of case materials is presented concerning the ability of the uneducated and poorly educated to perform effectively within a military organization once they have been afforded an opportunity to acquire basic literacy. This analysis challenges the conventional belief that a relatively high educational background is necessary for successful military performance. An analysis of the relation between educational background and civilian performance confirms the finding that emerged from a study of the military that many of the individuals can perform effectively despite a minimal amount of education. However, there is much evidence that industry encounters serious difficulties when it seeks to integrate a small number of illiterates or poorly educated persons into an organization in which most employees are literate. In Part III, 'Human Resources Policy,' the consideration is advanced that there is a sound basis for providing Federal assistance to the poorer states to improve their educational systems. Current military policy which is resulting in the rejection of large numbers of young men who fail the mental test is held to be in error, and the recommendation is advanced that the Armed Forces accept much larger numbers of these poorly educated persons and give them the benefit of special training. The concluding chapter emphasizes the fact that the nation as a whole can no longer remain indifferent to regional and local deficiencies in the education and training of youth since its security and welfare depend upon the full utilization of its human resource potential."

296 GINSBERG, Eli Human Resources: The Wealth of Nations
Conservation of Human Resources Project, Columbia Univ.
Simon & Shuster New York 1958 180 pp

The book presents what is essentially a philosophy of human resource utilization; no empirical evidence is presented except for historical anecdotes. Within a framework combining economic theory, dynamic psychology, and the author's abiding interest in the welfare of people, there are discussions of the following topics: (a) the waste of human resources. (b) the importance of human resources to the welfare of an enterprise or an economy, (c) the relation of talent to superior performance, (d) the changing nature of work, (e) methods of developing human resources, and (f) the value of "investing in people". Four primary sources of waste are identified as unemployment, inadequate training, and imperfections in the labor market such as color and sex discrimination. An important work in that it presents the point of view of one of the world's leading thinkers on this problem, and the director of a major (government sponsored) human resources study and research group. This book was translated into Japanese in 1961 with a new introduction on Economic Development.

297 GOODENOUGH, Ward H. "Education and Identity"
Anthropology and Education F.C. Gruber (ed.)
Univ. of Pennsylvania Press Philadelphia 1961
$7.75 123 pp

A brief but pungent article relating the psychoanalytic theory of identity achievement to the function of education in altering the identity of individuals, groups, or newly emerging nations. The language of the article is easily grasped and well pointed toward the problems of both the teacher and his client-pupil. The context is equally applicable to classroom or nations.

298 HARBISON, Frederick and Charles A. MYERS Management in the Industrial World An International Analysis - A joint project of the Industrial Relations Section, Princeton Univ. and the Industrial Relations Section, Mass. Inst. of Technology as part of the Inter-University Study of Labor Problems in Economic Development McGraw-Hill New York 1951 391 pp $7.50

Concerned with the dynamics of development rather than the analysis at any point in time, the authors analyze management as an economic resource, as a system of authority and as a class as it relates to economic development in a number of countries throughout the world. As an economic resource, the accumulation and productive employment of high level managerial resources, like capital, is a universal imperative in the industrialization process. In relation to authority, as industrialization proceeds and as expectations of industrial workers rise, employers and managers are often forced to become less authoritarian and less paternalistic in dealing with their employees. In examining management as a class it inevitably becomes more professionally oriented as industrialization advances. The types of patrimonial or political management which may be appropriate in the early stages of industrial development are incapable of controlling large scale enterprise. Professional training must become the principal avenue of access to its ranks. Part II consists of essays on management in 11 foreign countries, with special chapters on foreign firms abroad and American management in perspective. Both theoretical and practical, the authors show what any industrializing country must do to meet the shortage of competent managerial resources.

299 HODGE, Max E. "Multiply the Peace Corps" Intl Dev. R. Vol 3, No 1 (Feb 1961) pp 36-8

Development depends fundamentally not on physical factors but on people. Underdevelopment manifests itself mainly through a cycle of apathy and ignorance, leading to self-perpetuating poverty. The author proposes that the cycle be broken and development started through establishment of youth corps in underdeveloped countries. The organization would provide for a one or two year tour of service for young men to work on projects needed by their country while they received pay, medical care, general basic education, and technical training. The author also raises the question as to whether such tours of service should be made compulsory.

300 HOLLAND, K. Youth in European Labor Camps A Report to the American Youth Comm. Amer. Council on Education Washington, D.C. 1939 303 pp

Report concerning work-oriented forces consisting of young men and women under governmental control programs, and descriptions of activities. A study of European work camps for use by the Civilian Conservation Corps as a supplement to the study of U.S. camps.

301 HOLLANDER, E.B. "Observations on the Political Economy of Manpower in Ghana" The Economic B. (Accra) Vol 4, No 6 (June 1960) pp 9-17

A discussion of the shortage of trained high-level - i.e., administrative, managerial, professional, technical and skilled manual - manpower in Ghana, this article describes the present utilization of labor and some steps necessary to improve the manpower situation in terms of both quality and quantity. "Much of the greatest part of Ghana's labor force -- that part 25 years old and over -- came of working age before the expansion of the school system and have, therefore, not been able to benefit much from it .... Raising the productivity of the Ghanaian labour force for the next decade is largely a matter of cultivating these abilities and skills through better organization of work, better supervision, better training, and the application of better techniques." Educational pre-conditioning, on-the-job training, and the careful occupation conservation and cultivation of all who have or will have studied beyond the primary school level are seen as the only presently practical approach filling future manpower requirements.

302 HOSELITZ, Bert F. "The Recruitment of White Collar Workers in Underdeveloped Countries" pp 181-90 Underdeveloped Areas - A Book of Readings and Research compiled by Lyle W. Shannon Harper's New York 1957 496 pp

Hoselitz observes that most of the past discussion of manpower in underdeveloped countries includes industrial laborers, technical elite, and managers. White collar workers (defined as members of the non-self-employed sector of the middle class who perform relatively unskilled labor) have received relatively little attention as far as their development, training and place in the labor force is concerned. He divides the "white collar worker" category into two parts -- employees and officials. Some employees, he feels, endure economically unenviable positions because being a white collar worker gives the illusion that the person is above the ordinary crowd of common laborers. The problem of selection is also great since it often depends on personal connections and friendships, which tends to breed corruption. Machines (automation) cannot feasibly be substituted for employees in the underdeveloped countries since (1) foreign exchange would be used up, and (2) it would tend to wipe out career opportunities which are important to economic growth. Trained officials are sorely lacking in the underdeveloped areas of the world. Really efficient administrative organizations have been created only in the economically advanced countries. The U.N., however, is attempting to improve administrative procedures. Other things such as traditions of loyalty in service and responsibility will, however, have to be developed concurrently. Hoselitz sees only two developments in societies of underdeveloped countries which may support the replacement of personal tie of service by an impersonal hierarchy: (1) elevation of the prestige and power of officials, and (2) persistence of nationalism which would destroy primary loyalties to a family, tribe, village group and replace them by loyalties to the nation as a whole.

303 IBE - UNESCO Access of Women to Education Pub No 141 Paris 1952 207 pp (paper)

A survey of forty-seven nations to determine sex variables in educational opportunity shows that access to education is relatively equal for males and females through primary compulsory education but begins to diminish appreciably beyond that level, although there is a noticeable trend toward increased female educational participation. Few countries legislate such distinctions; they are largely social and economic factors. Impeding female educational opportunities are such factors as traditional attitudes towards occupations and activities, family economic decisions to invest in male education rather than female when the choice must be made, marriage and employment practices, etc. A factor favoring increased educational opportunity for women appears increasingly operative: the profound economic and social changes brought about by World War II, increased urbanization and social mobility have made new utilizations of womanpower a simple necessity and create new urgency for prolonged general and vocational education.

304 IBE - UNESCO Organization of Special Education for Mentally Deficient Children Pub. No 214 Paris 1960 272 pp (paper)

Only about two dozen countries require education of mentally deficient, but educable children. Of these, only half require separate schools. Most of these are European or Anglo-Saxon nations. However, there is a decided trend toward increased attention to this peripheral aspect of human resource development as indicated by the reports from 71 countries (arranged alphabetically as well as in comparative tables). Aside from provision of facilities, major emphasis is upon early diagnostic techniques, special training and status for teachers, and development of methodological procedures fitted to the needs of students.

305 Intl Dev. R. "6 Fundamental Discussions: 6. Manpower" Vol 2, No 1 (May 1960) pp 43-6

The article reports views of members of a panel concerned with optimum use of human resources while at the same time promoting freedom and democratic values in the newly emerging and developing countries. Nathan Bar-Yaacov discusses "Lessons of the Israel Experience". "The Israel experience (widely applicable throughout the underdeveloped world) is, first, that ideas are more important than techniques; second, that where there is a will to try out an idea, the masses generally will follow; third, that the relatively small cooperatives formed in a small country like Israel may have more to say for the expanding economies of some of the new countries than the colossal industrial complexes of the Western world, because the cooperatives are nearer to the existing economic facts of life for these countries and nearer to their understanding."

Robert C. Macy's topic was "Manpower Problems and U.S. Foreign Aid - Selected Trends" : Today in the U.S. "we are turning more and more to what might be called participation of labor with management (the partnership approach). This trend is in keeping with the ideals of our democratic society ... It is already becoming apparent that our assistance programs can and should provide a useful push toward more democratically-oriented forms of motivation. This factor might well constitute a strategic advantage of the democratic approach to economic development." Irvin Sobel discusses "Re-evaluation of Some Labor Concepts in Newly Developing Countries": "The labor force concept used internationally to summarize manpower relationships and statistics is largely misleading in the beginning stages of economic development. It is based on the 'actively-seeking-work' criterion in modern developed economies that have well-articulated labor-force structures. In less developed societies, where workers wait to be offered employment through intermediaries such as labor contractors or the head of an 'extended family', labor force participation may not be recorded under the actively-seeking-work criterion... The reason these human resources remain unutilized is the comparative scarcity of organizational and managerial skills at all levels necessary to activate the human resources. Thus, high-level talents, such as organizational, managerial, and technical skills in planning, administration, coordination, and supervision, are the key human resources necessary for economic development." Robert L. Thomas discusses "Manpower Planning in the Economic Development of Africa": "A program of manpower development must begin with an appraisal of existing skills, but there is more to 'manpower development' than surveying manpower supply and demand and manpower training program administration per se. Workers are not productive or trainable when sick, poorly fed, or badly sheltered. A modernizing economy must have literate workers with skilled hands and trained minds." Human beings are much more effective and productive workers when properly motivated than when they are not. "Workers must share some of the fruits of economic progress; and the imported 'Western' industrial techniques should be accompanied by Western methods and institutions for safeguarding the workers' welfare and the public's interests -- for example, fair labor standards for wages and working conditions, legal protections including the right to organize and engage in collective bargaining, and democratic controls of economic and political policies."

306 ILO Indigenous Peoples Studies & Reports, New Series No 35 Geneva 1953 628 pp $4

The main social and economic aspects of the problem of indigenous peoples in independent countries; indication of aims, scope and results of national and international action undertaken to integrate them into economic life of each country, and improve their living and working conditions.

307 Intl Labour R. "Conditions of Employment of Women Workers in Asia" Vol LXX, No 6 (Dec 1954) pp 542-56

This article discusses "the special problems of regulating the conditions of women's employment."

308 Intl Labour R. "The Occupational Selection of Migrants" Vol LXXII, No 5 (Nov 1955) pp 406-20

"A number of special missions are maintained in Europe by overseas countries for the purpose of recruiting immigrants. (This article) describes certain principles and procedures that have been found useful in the recruitment of skilled and semi-skilled workers."

309 Intl Labour R. "The Organization of Employment Services in Economically Underdeveloped Countries" Vol LXXIII. No 4 (Apr 1956) pp 315-33

"In the economically underdeveloped countries, where the employment market is frequently characterized by a large supply of workers, mostly unskilled, and a relatively small demand for such workers, the development of an effective national employment service is of the greatest importance. The functions of such a service, which are not necessarily the same as those of the employment services of industrialized countries, are the subject of this article. After a brief review of the general features of the employment market in these countries and the limitations of the mere placement function, the article discusses the tasks that should be undertaken by the employment service and how the service should be organized. Stress is laid on the overriding importance of the collection of information on the employment market, including the analysis of occupational skills."

310 Intl Labour R. "Part-Time Employment for Women with Family Responsibilities" Vol LXXV, No 6 (June 1957) pp 543-53

"In many countries the prodigious expansion of the economy in recent years has occasioned an acute shortage of manpower, and has focused interest on the possibility of increasing the part played by women in the labour force .... While there is evidence that many women would welcome a job of their own, their family responsibilities often constitute an almost insuperable barrier to full-time employment. Part-time work would seem to provide at least a partial answer to this problem, and the ILO convened a meeting of experts to advise on further action in this field." This article is a "summary of the studies undertaken for this meeting regarding the prevalence and feasibility of part-time occupations for women, their advantages and disadvantages, and the attitude of organized labour, together with the policies recommended by the experts for the organization of this type of work."

311 Intl Labour R. "The Second Session of the ILO Committee of Experts on Indigenous Labour" Vol LXX, No 5 (Nov 1954) pp 418-41

"The ILO Committee of Experts on Indigenous Labour was established in 1946 to study the problems of aboriginal workers in independent countries .... The Committee held its Second Session at Geneva from 15-26 March 1954 and adopted a programme of action for the protection and integration of indigenous forest dwellers." Resolutions adopted by the Committee deal with: Raising of living standards; social protection and integration; land problems; wages and means of action; international technical assistance; studies and investigations.

312 Int'l Labour R. "Training and Employment of Blind People in Rural Communities" Vol 52, No 5 (Nov 1960) pp 450-63

"Handicapped people are often faced with tragic social and personal problems in underdeveloped countries and especially in rural areas. Many of these people, and particularly the blind, would be able to carry on a considerable variety of trades if they were to receive suitable training, and this would enable them to find independence and dignity in the community in which they live. This article describes various experiments in the training and employment of the blind in many parts of the world and appraises the results of these schemes in a realistic manner, without attempting to gloss over the difficulties involved, and demonstrates the large amount of assistance which can be given to these unfortunate people."

313 Intl Labour R. "Women's Employment in Asian Countries" Vol LXVIII, No 3 (Sept 1953) pp 302-18

"Women make a considerable contribution towards production in

Asian countries and with the growth of industrialization in Asia it is important that the experience gained in other continents should be drawn on to protect women workers from the dangers attending female employment in industry ... (This) article gives an account of the numbers of women workers in some Asian countries and the kind of work they perform and indicates some of the problems arising from their employment."

314 JANSSON, Kurt "The Employment of Handicapped Workers in Industry" Intl Labour R. Vol LXVIII, No 2 (Aug 1953) pp 135-50

"In (this) article the author discusses the principles that should be applied in the placement of handicapped workers in industry, the progress made and the difficulties at present experienced in the application of these principles and the need for educating employers, trade unions and the general public in order to enable these workers to become "an integral part of the manpower source from which industry draws its productive labour."

315 KAHL, Joseph A. "Three Types of Mexican Industrial Workers" Econ. Dev. & Cultural Change Vol 8, No 2 (Jan 1960) pp 164-9

"There are two structures in Mexican life that come together in the industrial scene: the social class hierarchy of the local community, and the occupational hierarchy of the work world. The link between them is education." The author describes how this works out for 72 employees of a factory in the Mexico City area. The uneducated peasant adapts well as a factory worker and is happy with his job. Educated urban middle class men are content with their role as professional industrial engineers. It is the men in the middle ranks of industry - the foremen - who are noticably dissatisfied with their job situations because of the conflict between their ambitions and their somewhat limited opportunities for advancement.

316 LIPSET, S.M. and R. BENDIX Social Mobility in Industrial Society Inst. of Industrial Relations, Univ. of California Berkeley, Calif. 1959 309 pp

Uses studies originally designed for another purpose to evolve data casting doubt "on the validity of a number of widely accepted generalizations relating to social mobility": particularly (1) that there has been substantially less mobility in Europe than in the United States; (2) that social mobility tends to decline as industrial societies mature; and (3) that opportunities for entrance into the business elite become more restricted with mature industrialization." Claims that social (and hence occupational) mobility is a necessary concomitant to industrialization. Uses the Oakland Labor Mobility Survey, data on San Jose, England and Japan.

317 MAYO, Elton The Human Problems of an Industrial Civilization Harvard Graduate School of Business Administration Macmillan New York 1933 (2nd edition 1946) 180 pp

The author ranges from discussions of the human aspects of such **intangibles** in industry as fatigue, monotony, morale and the reaction of industry upon the social order, to a detailed description of a five year experiment at a Western Electric plant in Chicago called the "Hawthorne researches" which probed into the relationships between worker and job and management and came up with some surprising answers. He speaks of what the French sociologist, Durkheim, calls "anomie" perhaps best translated as "planlessness in living",as being one of the results of the inevitable transformation of the earlier non-logical social organization into irrational social disorganization which seems to be an inevitable result of the fast-growing scientific and technological knowledge of our time -- a knowledge which completely outstrips the general social adjustment to the changes. "The world over we are greatly in need of an administrative elite who can assess and handle the concrete difficulties of human collaboration. As we lose the non-logic of a social code, we must substitute a logic of understanding ... The existing situation both within the national boundaries and between nations, demands therefore that special attention be given to restatement of the problem of administration as the most urgent issue of the present."

318 MAYO, Elton The Social Problems of an Industrial Civilization Graduate School of Bus. Admin. Harvard Univ. Boston 1945 134 pp

"In this current report, published twelve years after 'Human Problems of an Industrial Civilization', Prof. Mayo's emphasis changes, not to exclude the individual, but to stress the importance of groups and methods of understanding the behavior of groups, whether formally organized and recognized by management or self-constituted, informal organizations .... The report brings to the fore the problem of securing group collaboration in the essential activities of industry. It also points out the increasing significance of this problem, which results from rapid technological progress and the ensuing frequent changes in the human associations of the worker while he is at work." The author also "gives us instances where industrial administrators have succeeded in making factory groups so stable in their attitudes of group cooperation that men in the groups explicitly recognized that the factory had become for them the stabilizing force around which they developed satisfying lives. This accomplishment was achieved in spite of technological changes within the plant and social chaos in the community outside. Thus Mayo shows us for the first time in the form of specific instances that it is within the power of industrial administrators to create within industry itself a partially effective substitute for the old stabilizing effect of the neighborhood."

319 MILLIKEN, Max and D.L.M. BLACKMER (eds.) The Emerging Nations Little, Brown & Co. Boston, Mass. 1961 171 pp

An exercise in interdisciplinary analysis which seeks to weave the various insights gained from research at the Center for International Studies (Mass. Inst. of Tech.) into a reasonably integrated account of the transition through which emerging nations are passing. Among the three types of help most needed from developed nations is the expansion of society's human resources (along with the establishment of social overhead facilities and a radical transformation of the agricultural sector). One element of the transitional process (examined at length in Part I) which is of particular interest is the role of the military in the modernization process - its assets and limitations. The second part of the book examines the implications of the foregoing for U.S. foreign policy (information, military and economic). A seven page bibliography concludes the work.

320 MOORE, W. E. and A. S. FELDMAN (eds.) Labor Commitment and Social Change in Developing Areas Social Science Research Council New York 1960 368 pp

This valuable book on the "involvment of persons in novel patterns of social activity" stems from a 1958 conference sponsored by the Committee on Economic Growth and the Social Science Research Council and consists of papers by some 18 experts presented under five headings: Spheres of Commitment, The Organization of Work, The Market Matrix, Competing Status Systems, Changing Social Structures.

321 NATIONAL COMMITTEE ON THE EMPLOYMENT OF YOUTH "Volunteer Work Experience for Youth" The American Child Vol 44, No 2 (Mar 1962) 20 pp

This issue discusses the values, concepts, and approaches that guide the creation of volunteer youth work programs; the Red Cross approach to these problems; and the work experience provided for youth in a giant metropolis. Work values taught at a camp in the Vermont Hills and at a neighborhood play center work project are illustrated. "With these living examples, the expansion of volunteer work projects involving youth seems not only desirable but imperative -- to teach lessons essential to the progress of youth into meaningful adult participation in our society."

322 NATIONAL MANPOWER COUNCIL Womanpower A Statement by the NMC with Chapters by the Council Staff Columbia Univ. Press New York 1957 371 pp $5

An interesting description of the changing position of women in the workforce of the most industrialized and prosperous country. In this more leisured society women have played an increasingly important role in gainful employment, made possible by smaller families, home mechanization, and - especially - a great improvement in women's education.

323 OTTENBERG, S. "Improvement Associations Among the African Ibo" Africa Vol XXV, No 1 (Jan 1955) pp 1-28

"In recent years a new type of association, the improvement union or 'meeting' has become common in Southern Nigeria. Associations of this kind may be formed on a lineage, clan, village, village-group, divisional, or tribal basis, and may carry out various economic, educational, political, social, and general improvement activities directly related to changing cultural conditions. The present report is concerned with the development of this kind of association in the Afikpo village-group of the Ibo-speaking people." Reasons for the organization of such groups appear to revolve around the desire of younger men, interested in change, to escape the domination of older, more traditionally minded men.

324 PATTON, James G. "More Agriculture in World Affairs" Int'l Dev. R. Vol 3, No 2 (June 1961) pp 28-31

Includes a proposal for a "Reciprocal Peace Corps" which would select young farmers with demonstrated leadership qualities to live on selected American farms for a period of time after an orientation course at one of the Land-Grant universities.

325 RIBEIRO, Darcy "The Social Integration of Indigenous Populations in Brazil" Intl Labour R. Vol 45, No 4 (Apr 1962) & No 5 (May 1962)

The first part of this article is a "fairly detailed description of the pacification methods applied by the Indian Protection Service, the legal status of the Brazilian Indian, the problems which his integration into the national community involves and the methods used to solve these problems." In the second part, the author analyzes the various approaches used in dealing with the problem of Indian integration and sets out what he considers are the major prerequisites for enabling Indians to make genuine progress, both as human beings and as ethnic groups. On the subject of education, the author opposes the practice of removing Indian children from their environment to be educated in the modern, "civilized" world because the children cannot make the social adjustment required. He warns against a "cultural collapse" which has had such serious consequences for some Pacific tribes. "The chief educational effort of the Protection Service should be directed toward improving the Indians' morale by reference to their own cultural values."

326 RIVIERE, Maya Rehabilitation of the Handicapped A Bibliography 1940-46 2 vols. Nat'l Council on Rehabilitation New York 1949 998 pp $10

"Annoted entries for 5000 publications, the contents of each of which is also indicated in code in the margin. An author index and extensive subject index facilitate the use of the bibliography, which includes an annotated list of rehabilitation films." (ILR June 1950 p 685)

327 SALZ, B.R. The Human Element in Industrialization: A Hypothetical Case Study of Ecuadorian Indians Econ. Dev. & Cultural Change Vol IV, No 1, Part II (Oct 1955) 265 pp

"The present study is concerned with the implications of this process (industrialization) of transforming peasants and herders, traders and carriers, craftsmen and servants, the 'hewers of wood and the drawers of water', into industrial employables and with their induction into the industrial production system. It intends to furnish a systematic statement of the specifically human problems arising in the early stages of industrialization and a conspectus of the interpersonal and cultural problems faced by incipient industrialism; to lay down a schema of inquiry of what -- and particularly who -- is involved in industrialization and to point out factors facilitating or inhibiting this process among nonindustrial peoples; and to present a system of orientation toward the study of industrialization prospects and possibilities. The topic of inquiry, broadly stated, is the confrontation of the human factor with the first concrete beginning of industrialization."

328 SHEARER, John C. High-Level Manpower in Overseas Subsidiaries: Experience in Brazil and Mexico Princeton Univ. Princeton, New Jersey 1960 161 pp $3

By exploring the policies, practices, investments, and experiences of twenty-three representative firms in their development and utilization of two kinds of manpower resources -- domestic (nationals of the host country) and imported (non-nationals, usually American) -- this study seeks to answer the question: Do U.S. firms adequately develop and utilize high-level manpower resources in their Brazilian and Mexican subsidiaries? Subordinate questions about the subsidiaries' adjustments to their overseas environments, their relationships with parent organizations, differential cost of domestic and imported manpower, and other related matters are explored.

329 SHILS, Edward A. "The Intellectuals, Public Opinion, and Economic Development" Econ. Dev. & Cultural Change Vol VI, No 1 (Oct 1957) pp 55-62

The author contrasts the role of intellectuals and the functioning of independent, responsible criticism of governmental policies and programs aimed at economic development in the advanced Western countries and in newly developing countries. Economic growth was achieved in the advanced Western countries through the driving force of individuals who came largely from outside the educated classes. In the newly developing countries such growth is mainly in the hands of the intellectuals (scholars from non-science fields) -- operating in government service. The superior social status and relatively high salaries for these positions have resulted in a large concentration of the educated elite in the government, with a dearth of such key individuals employed privately (e.g., universities and the press). Consequently in many new countries the mechanism has failed to evolve whereby responsible criticism is asserted reflecting independent but sympathetic evaluation by fellow-citizens sensitive to a well-informed public opinion, and in addition the emphasis on intellectualism has resulted in a serious underdevelopment of science and technology education. The author's suggestions for alleviating these conditions include: fostering a sense of autonomy in the press and universities; including journalists and professors in governmental and private economic enterprises for temporary extended periods; establishing salaries in top universities at levels comparable with the higher Civil Service; expanding governmental data reporting services; creating advanced academic study and research fellowships for outstanding journalists; expanding technical educational capabilities; giving senior civil servants the opportunity to work or undertake research on the outside during temporary leaves of absence. These measures are intended to develop a climate conducive to economic growth and to combat the "two temptations which menace the good sense of intellectuals in all countries" - uncritical affirmation and undifferentiated nagging of governmental policies and programs.

330 SIEGEL, Morris "Problems of Education in Indian Guatemala" J. of Experimental Education Vol IX, No 4 (June 1941) pp 285-94

A discussion of the "passive resistance" practised by the Guatemalan Indians toward the Ladinos (non-Indians). "The central theme of this.. resistance is an unceasing effort by Indians to have as little to do with Ladinos or Ladino ways as feasible. Native resistance applies in practically every phase of life, but... the following discussion deals with the phenomena of resistance only in so far as it is relevant to (education).... The primary objectives of this paper may be stated as follows: (1) To present an account of Indian education as developed by the natives themselves, and the system of rural education (called here 'white education') provided by the government of Guatemala; (2) A discussion of the functions the two educational systems are intended to serve, and how far these functions are fulfilled; (3) Suggestions for a program of improvement.... So long as whites persist in their attitude of superiority and relegate Indians to inferior social and cultural roles, it is to be expected that the latter will be driven deeper into themselves... A thorough program embracing social, political and economic reforms must come into being if the welfare of the country is the prime consideration."

331 STIGLER, George J. "Information in the Labor Market" J. of Political Economy Vol LXX, No 5, Part 2 (Oct 1962) pp 94-105

"The young person entering the labor market for the first time has an immense number of potential employers, scarce as they may seem the first day... No worker, unless his degree of specialization is pathological, will ever be able to become informed on the prospective earnings which would be obtained from everyone of these potential employers at any given time, let alone keep this information up to date. He faces the problem of how to acquire information on the wage rates, stability of employment, conditions of employment, and other determinants of job choice, and how to keep this information current....The traditional literature has not done these problems justice. It is doubtful that justice would be more closely approached by making exaggerated claims of the importance of the problem of information. There is no exaggeration, however, in the suggestion that the analysis of the precise problems of information and of the methods an economy uses to deal with them appears to be a highly rewarding area for future research."

332 US DEPT. OF THE INTERIOR Bur. of Indian Affairs Education for Better Living by George A. Dale Phoenix Indian School Print Shop Arizona 1955 224 pp

Report on an intensive study (1951) of former students of the Pine Ridge Reservation since 1936 and their reaction to their school program, an interesting educational experiment concerning the Indian community of Oglala, South Dakota. The purely academic (useless to the students after graduation) high school program was remodelled to make it responsive to the reservation's economic and social needs. The program's new policies began in 1935 with vocational instruction and improvement of the Indians' English-speaking ability. They are now better integrated with other groups than their own and can pursue higher learning.

333 USEEM, J. and R.H. The Western Educated Man in India Edward W. Hazen Foundation Dryden Press New York 1955 236 pp

This study of Indians who have been abroad as students and return to

India considers more than the problem of who studies what and where. It covers the critical problem of how foreign trained individuals are utilized and function in the society after return. The authors identify major patterns and problems and their final chapter is one of general recommendations for all foreign training programs.

334 UNESCO The Education of Women for Citizenship Some Practical Suggestions by M. Tait Problems in Education No 8 Paris 1954 103 pp $1.75

This booklet, written by the Extra-Mural Lecturer in Social Studies, Univ.of London, emphasizes the role of education "... to ensure that women are able to exercise their rights with a full understanding of their duties and privileges" as active and responsible citizens. Three separate studies, in English, Spanish and French, were published by UNESCO as a "recognition of the part played by language and literary culture in moulding group cohesiveness and in forming the characteristic attitudes of each group towards problems common to all."

335 UNESCO Women and Education Problems in Education No 5 Paris 1953 264 pp

This booklet was printed as a first step toward initiating intensive studies on all the countries which answered UNESCO's questionnaire on the access of women to education. Three countries - Chile, India, and Yugoslavia - were selected to illustrate as many aspects of the problem as possible.

336 VAN NIEL, Robert The Emergence of the Modern Indonesian Elite Quadrangle Books Chicago 1962 324 pp $6.75

This is the story of the change of the Indonesian elite from a tradition-bound, hereditary outlook to one based on education and oriented toward the welfare state.

337 WADIA, A.R. The Handicapped Child Tata Institute of Social Sciences Bombay 1954 171 pp 4 rupees 8 annas

"A collection, in book form, of a number of articles on handicapped children published in the "Indian Journal of Social Work." There are chapters on mentally retarded, delinquent, deaf, blind, homeless, physically handicapped and hospitalised children. This volume should be of use to those countries which, like India, are striving to improve the conditions of their handicapped children." (ILR Dec 1955, p 559)

338 WEATHERBEE, Donald E. "Education and Responsibility" SAIS Review Vol V, No 4 (Summer 1961) pp 17-23

A strong condemnation of the current role of education in Indonesia; "The goal of far too many young Indonesians who, by virtue of birth, wealth, politics or in some cases sacrifice, have been able to obtain educational advantages is to find an official post in the capital, Jakarta, and hold on to it. This, it is hoped, will lead to the acquisition of such material class symbols as automobiles, refrigerators, and trips abroad ... Service in the general welfare holds a low priority as motivation for the individual. The process of education, therefore, becomes a vehicle of class distinction and special privilege, instead of enlarging the outlook of the society as a whole ... What then of the idealist, the reformer, the person with some degree of social consciousness, the foreign-educated Indonesian who wishes to employ his skills for the welfare of the people? These Indonesians are looked upon with suspicion since they represent a threat to the status quo. A sense of mission is soon blunted and those who do not conform are soon relegated to routine jobs.... The jobs which await them are usually in fact a form of under-employment."

339 WHARTON, C.R. Economic and Non-Economic Factors in the Agricultural Development of South-East Asia - Some Research Priorities Univ. of Malaya Kuala Lumpur June 1961 24 pp (mimeo)

Among the non-economic factors retarding agricultural development is the "non-agricultural agricultural leadership" resulting from the fact that education has penetrated so little into rural areas that few persons with agricultural background receive enough education to become leaders; and when they do, they usually choose other professions due to the low status of agricultural extension work. In the U.S., the situation is reversed and too many highly educated agricultural economists are using their talents on the insignificant unsolved problems of U.S. agriculture. They are using tractors to crack peanuts. Therefore the real challenge to U.S. agriculturalists lies abroad.

340 WICKERT, F.R. "Selection of Students and Employees in West Africa" Inst. of International Education News Bulletin Vol 36, No 3 (Nov 1960)

A Conference on Educational and Occupational Selection was held at the University College of Ghana in March, 1960. Difficulties as well as improvements in present methods were discussed. Some problems are validity of present tests for the situations in which they are used, the lack of training for the jobs open, the attitude of the Africans toward work done with the hands vs. "white collar" jobs. Selection of students for schooling is often made not only on the basis of qualifications met academically, but on the basis of the age of the applicant -- disqualifying many able but late-starting students. The conference should lead to progress in the area of developing better tests for selection in both industry and education. Already cooperative projects (Nigeria and American Institute for Research, financially supported by ICA) are underway to develop better personnel programs.

341 WOODSMALL, Ruth F. Women and the New East The Middle East Inst. Washington, D.C. 1960 436 pp $5.50

Based on a field study in Afghanistan, India, Indonesia, Iran, Turkey and Pakistan, this work shows that women are taking a more active role in almost all areas of life and have made important strides toward gaining equal status with men. Education is a basic requirement if women are to become more active members of society and the author reports that great progress has been made in general education of women. Vocational training has not been emphasized to the same degree as general education, but more attention is now being devoted to this phase of education. The book also discusses health; family planning; women in rural, industrial, professional, and political work; and women's organizations.

342 WURZBACHER, Gerhard(et al.) Die junge Arbeiterin Beiträge zur Sozialkunde und Jugendarbeit Juventa-Verlag Munich 1958 454 pp

Many girls whose family upbringing and schooling were strongly influenced by ideas of the pre-industrial period are employed in unskilled industrial jobs, with no possibility of advancement. A group of psychologists, sociologists and social workers -- the latter belonging to the German Young Women's Evangelical Association -- alarmed by adjustment difficulties and emotional distress among young female workers, have carried out a study which concludes with a series of practical recommendations by Marlies Cremer, addressed to educators and to those responsible for welfare work among female youth. Six case histories prepared by Renate Wald provide concrete and vivid background material. (ILR Jan 1959, p 104)

343 WYNNE-ROBERTS, C.R. "Labour Aspects of Management" Industrialization and Productivity Bull.2 (March 1959) pp 42-5

This article "is confined to a discussion of some of the labour problems which arise at the level of the enterprise and which confront management in the less developed countries. It envisages management of labour mainly from the viewpoint of its effect on the efficient operation of the enterprise; success or failure in tackling labour problems is viewed here as one of the criteria of managerial effectiveness. In order to operate with full effectiveness, an undertaking must have, in addition to sufficient financial, material and managerial resources, a labour force physically and mentally suited to the tasks it has to perform and adequately trained and properly motivated to carry out these tasks well ... Attitudes can be changed only if the problems involved are fully understood by all concerned and the advantages of introducing change clearly seen. Continued education at all levels appears to be necessary to bring about satisfactory solutions to these problems."

GUIDANCE AND CHOICE IN CAREER SELECTION

See also Entries 308,340,345,518,1084,1104.

344 Cahiers Pédagogiques "Le Cycle d'Observation" No 33 (March 1, 1962)

Devoted entirely to the recent, extensive reform in French education known as the "Cycle d'Observation", the issue contains articles by school personnel throughout France involved in the new guidance and counseling plan. Both teachers and administrators express their opinions on various aspects of the program as well as evaluate its results in terms of initial local operations.

345 CIMATTI, Leone Verso la Giusta Strada Le basi dell'orientamento professionale Arte Grafica Romana Rome 1955 158 pp 400 lire

"In an introductory section, the author lays down the principles of vocational guidance and stresses the diversity of the economic and social factors that must be borne in mind by those who give it. He then reviews the ages at which this guidance should be given. Next comes a model card containing all the information likely to be of value to the counselor. Finally the author refers to the infinite variety of human aptitudes and behavior and calls attention to the conclusions that the counselor may draw therefrom with a view to providing guidance in the choice of an occupation." (ILR Dec 1955, p 558)

346 CLEMENTS, R.V. The Choice of Careers by School-Children Univ. Press Manchester, England 37 pp 3s.6p

This report describes a survey covering 271 children in secondary and technical schools and examines the factors which lead them in their career choice. The author found that children chose an occupation on its attributes rather than according to their aptitude for it and that the type of school attended influences choice of occupation. There is a discussion of some family and social influences which guide children in their decisions. The author recommends, in conclusion, that more visits to factories and more career lectures at an early age would help children choose subjects for study and make plans for a future occupation.

347 Intl Labour R. "The Development of Vocational Guidance in Asia" Vol LXXVIII, No 6 (Dec 1958) pp 585-602

"It is quite common for the employment market in the under-developed and densely populated countries to be seriously overcrowded with workers who have difficulty in fitting into modern factory life. At the same time, economic development is hampered by the shortage of skilled labour, technicians and executives. In order to deal with this paradoxical state of affairs, these countries need efficient employment services and proper vocational guidance and training facilities." The article gives an account of the organization methods and future problems of vocational guidance in Asia and of the progress already made in this field by some Asian nations.

348 Intl Labour R. "Results of Vocational Guidance in France" Vol LXIV, No 1 (July 1951) pp 85-9

"The Vocational Guidance Recommendation adopted by the International Labour Conference in 1949 refers to the desirability of carrying out sample surveys 'to measure the results of vocational guidance in individual cases and to evaluate vocational guidance policy and methods.' An inquiry of this type was undertaken last year in France -- a country with considerable experience of vocational guidance. The methods used in the inquiry and some of the results obtained are summarized in the article."

349 Intl Labour R. "Vocational Guidance and Youth Placement in Great Britain" Vol LXXX, No 3 (Sept 1959) pp 250-61

"In 1948 an article appeared in the Intl Labour R. describing the changes in the system of vocational guidance in Great Britain recommended in 1945 by a committee specially set up to study the question. Most of these recommended changes were given effect in the Employment and Training Act of 1948, and it is the aim of the present article to show, after a lapse of more than ten years, how the system has worked out in practice." The Youth Employment Service, designed to give continuous assistance to young people until they are finally settled in a position, is well adapted to its purpose. It makes the same authority responsible for the three main stages of its task - vocational guidance, job placement and follow-up - thus avoiding the divorce between guidance and placement which tended to reduce the effectiveness of earlier systems.

350 LEON, Antoine Psychopedagogie de l'Orientation Professionelle Collection "Nouvelle Encyclopédie Pédagogique" Presses universitaires de France Paris 1957 131 pp 400 francs

The author attempts to define the real task of the guidance counsellor and "advocates the use of more effective methods of preparing children for the task of earning a living. After reviewing the evolution of different interpretations of vocational guidance and showing the importance of the two main schools of thought which have prevailed either in turn or simultaneously at different times, viz. the diagnostic and the educational approaches ... He goes on to analyze the actual conditions in which a given individual in fact chooses his trade, serves his apprenticeship and works at his job. Arguing that vocational guidance must have an educational purpose in order to allow young people to take part in planning their future, and that they should be helped to enlarge their horizons and choose their occupations with a fuller knowledge of all the factors involved, the author discusses the different teaching methods which, given the existing pattern of schooling, can be used to educate them in this way." (ILR Sept 1957, p 320)

351 PARMENTIER-BELOUX, Marie "The Medical Examination in Vocational Guidance" Intl Labour R. Vol LXXIV, No 5 (Nov 1956) pp 460-72

"It is not enough for a child to be attracted to a trade or profession, to take it up because he has a vocation for it or the appropriate attitudes; he must also have the necessary physical constitution...As the author of this article shows, a medical examination, besides revealing handicaps, can also supply the vocational guidance counselor with useful information on the physical and mental characteristics of the examinee."

352 RAO, V.K.R.V. University Education and Employment A Case Study of Delhi Graduates Inst. of Economic Growth - Occasional Papers No 3 Asia Publishing House London 1961 45 pp 5/

This is a study which looks into the causes of and remedies for graduate unemployment in India. The basis of the study is a survey conducted with approximately half of the 1950 and 1954 graduating classes. The primary cause appears to be the wrong choice of subjects studied at the university. Dr. Rao suggests that vocational guidance services be set up for the benefit of the new student in order to provide him with assistance in choosing a major subject. He also suggests that employment counseling services be established to facilitate post-graduate placement and proposes a number of changes in academic orientation within the university itself, among which is the suggestion for more and better science courses.

353 ROUCEK, J.S. "Primary and Secondary Education in Austria" Harvard Educational Review Vol 24, No 3 (Summer 1954) pp 188-201

A review of reforms and changes in examination systems in Austrian education since 1921. Recently vocational placement has received increased impetus. Local employment offices receive full reports on all students and work with counsellors and parents from 8th grade up in advising students of occupational and employment alternatives. Adult education activities include a national visual aids center attached to the Ministry of Education. Although curricula and methods of teaching have not significantly changed, articulation between levels, provision of instructional materials and student guidance services have been vastly improved -- in line with similar advances in other European countries.

354 VACQUIER, J. and R. GUILLEMOTEAU "Le Cycle d'Observation" Carnets de Pédagogie Pratique Bourrelier Paris 1961 or 1962 under 200 pp

This brochure includes all official texts on the new French guidance and counselling program, Le Cycle d'Observation, designed to guide pupils into the secondary track appropriate to their abilities. The texts are divided into sections according to their pertinence to various aspects of the program; a commentary by the authors precedes each section. Conclusions are that, in spite of certain deficiencies, the program represents progress over past guidance procedures and that it should be regarded as merely a step toward more profound reforms.

355 VOLPICELLI, Luigi L'Orientamento Professionale Edizioni Radio Italiana Rome 1958 105 pp 200 liras

This booklet deals with the development of vocational guidance, the personal factors and aptitudes which must be taken into consideration and the methods used, particular emphasis being laid on test and occupational profiles. The author stresses the need for close coordination between the vocational guidance services and the schools. He sets out from the principle that vocational guidance must not degenerate into a method of recruitment of young persons for the various branches of industry on the basis of existing and future manpower requirements; he considers, however, that the State has a duty to provide young persons and their parents with information on the situation in the various trades and occupations; in this way the best possible distribution of the labor force, from the point of view of the requirements of the country, can be achieved on a voluntary basis. (ILR Sept 1959, p 287)

356 QUIROLGICO, D.G. Implications of the National Economic Goals of the Philippines for Vocational Education
Dissertation , Stanford University School of Education
Stanford, California April 1962 512 pp (typewritten)

A study in educational planning with four parts: (1)"Analysis of the economic goals; (2) analysis of economic and social growth ; (3) translation of the economic and social goals into educational plans and policies; (4) design for the implementation of the educational goals and policies." Maintains that planning is not inconsistent with individual freedom, but rather, that individual worth is enhanced by economic competence acquired through planned vocational training. Similar studies could be done for levels of education other than vocational. The approach is highly quantitative, yet a thread of philosophy runs through the study; individual freedom must involve choice within a planned structure.

357 VAN DER KROEF, J.M. "The Educated Unemployed in South East Asia - A Common Problem in India, Indonesia and the Philippines" Journal of Higher Education Vol 31, No 4 (Apr 1960)

Too many persons are studying subjects of limited relevance to the countries' needs. While there are thousands of unemployed university graduates, there is also an insufficient supply of specialized technical personnel. The Indian government has set up vocational rehabilitation centers for the educated unemployed and has announced a change in emphasis from general education to vocational education.

DEVELOPING A PRODUCTIVE, STABLE LABOR FORCE

See also Entries 19,84,126,819,833,836,838,931,1002

358 ARDENER, E. et al. Plantation and Village in the Cameroons
Oxford Univ. Press London New York 1960 435 pp $8

The findings of a study conducted by the West African Institute of Social and Economic Research for the Cameroons Development Corporation on the problems of migratory labor in a plantation economy. Concerned primarily with the patterns of migration and living conditions among the workers on Cameroons plantations, the study also touches on patterns of expenditure and motives for migration to work.

359 BENNETT, John W. "Economic Aspects of a Boss-Henchman System in the Japanese Forestry Industry" Econ. Dev. & Cultural Change Vol VII, No 1 (Oct 1958) pp 13-30

An interesting case study of an important socio-economic institution in Japan which has permitted the indefinite expansion of employment by division of the small amount of work available among the largest possible number of persons - a built-in social security system.

360 BENSON, C.S. and P.R. LOHNES "Public Education and the Development of Work Skills" Harvard Educational R. Vol XXIX, No 2 (Spring 1959) pp 137-50

"How is the productivity of the 'non-professional manufacturing working force' related to secondary school curriculum content? In this careful study, Benson and Lohnes analyze the opinions of personnel officers and production managers in a sample of Massachusetts manufacturing plants and raise some more general issues concerning the relationship between education and productivity .... The interest of the schools in the problems of the work force, insofar as it exists, should center, we believe, not on any general -- and at this time necessarily vague -- concern with the assumed effects of education on productivity, but on providing a basis for the further development of whatever level of capacity the individual himself has, in the light of information that is available -- or that becomes available -- on the tasks that he can be expected eventually to perform."

361 BRANDT, Karl Logistics for Task Forces in Rural Development Action Paper presented on May 12, 1959 at the Rural Development Workshop, held at Jackson's Mill State 4-H Camp, Weston, West Va. 8 pp

A description of the U.S. Rural Development Program from its inception in 1955 to 1959 and some suggestions for action in the future. The author stresses the fact that problems of "pockets of rural retardation and stagnation" are not uniquely American but pervade all countries, developed and underdeveloped. He feels that "the hub of the entire Rural Development Program is the mobility of the underemployed people in the rural areas.

Such mobility presupposes their willingness ... to avail themselves of better income opportunities ... and also their knowledge of such opportunities and their acquisition of the skills needed." We have at present the joint problem of job openings that cannot be filled and unemployment that persists. "More mobility requires an overhauling, remodeling, and rehabilitation of the entire system of vocational training in the rural districts, part of which is under way ... The Congress has given its support to agricultural training, but it is obvious that increasingly one needs training and education that will speed the transfer of excess manpower out of agriculture, not hold it there. Education, in general, encourages mobility. Graduates from high school are much less given to passive acceptance of unemployment and underemployment than the fellows who quit when they are halfway through high school, or those who never entered it."

362 CCTA Inter-African Labour Institute The Human Factors of Productivity A Preliminary Survey Bukavu, Congo 1960 156 pp

A discussion of workers' health, work relationships and management problems in Africa as they bear on human efficiency. "The chief difficulty raised by native labour is neither its low productivity, which can be remedied by education, nor the lack of employment opportunities in some territories or at certain seasons, but above all its instability .... Remedial measures are: a wage sufficient for family needs; adequate housing, and educational/social services in the area of employment; provision for old age .... Finally, be it said productivity is a means not an end: the object of such research is not output for its own sake, but to support and improve the living standards of vast populations, whose needs, numbers, and expectations now surpass the possibilities of a subsistence economy. Their cooperation is essential, but psychological obstacles are deep-rooted and very real. It may be that they constitute the fundamental problem. 'They will perhaps never have the pathological taste for work shown by Germanic workers, but that is not a cultural advantage; a civilization cannot be judged solely by its production. It needs a certain minimum which all racial groups seem to be able to attain in every part of the world not too unfavored by nature. Beyond that it is a question of style of life, not level of life.'"

363 ELKAN, Walter "Migrant Labor in Africa: An Economist's Approach" Special Problems in Underdeveloped Countries Amer. Econ. R. Papers and Proceedings of the 71st Annual Meeting of the Amer. Econ. Ass. Vol 49, No 3 (May 1959) pp 188-97

A discussion of some of the important but little understood aspects of rural African life which work against the creation of a stable labor force in urban areas.

364 FISCHLOWITZ, Estanislau "A Labor Common Market" Americas Vol 14, No 8 (Aug 1962) pp 17-20

"Full utilization of the limited contingents of skilled labor available will be possible only by encouraging groups of qualified workers to cross national boundaries to meet the growing requirements of industry." This will require the stabilization and transferability of social security benefits. Author proposes an inter-American labor clearing house to integrate national employment services.

365 GHOSH, B. "Current Problems and Practices in Workers' Education" Intl Labour R. Vol LXVIII, No 1 (July 1953) pp 14-46

"The demand and the need for educational facilities for workers have recently increased, particularly with the assumption by trade unions of greater responsibilities. (This) article attempts a general picture of what is being done at present in the matter of workers' education in various countries. The author classifies the education provided into three types (primary education; education of the worker as a member of a professional group; and education of the worker as a member of the community), indicates the scope and content of the programmes devised for each type and enumerates the various methods and techniques employed. The last section of the article gives an account of the agencies providing educational facilities for workers, including workers' associations, universities, governments and the specialized agencies."

366 HSIEH, Chiang "Underemployment in Asia - I. Nature and Extent" Intl Labour R. Vol LXV, No 6 (June 1952) pp 703-25

"In this (article) an attempt is made to clarify the meaning of 'underemployment'and to show that it may in fact prevail in several different forms ... On the basis of the very limited factual data available, some tentative observations are made on the extent to which underemployment in its various forms exists in Asian countries. The need for field investigations is stressed and suggestions are made concerning methods of conducting such investigations."

367 ILO Cooperation in Industry Workers, Employers, Public Authorities New Series No 26 Geneva 1951 238 pp $1.50

This study describes the "principal kinds of machinery for cooperation set up at the different levels of national activity: the level of the undertaking, the level of the industry, and the national level," in a number of countries, including Japan, India and Pakistan. Despite widely different approaches various national systems for achieving cooperation exhibit common tendencies: (1) "The objective is always the same -- it is always to associate the different factors in production in a common task: the raising of social standards by a continuous increase in productivity. One of the principal merits of systems of cooperation is that they have made all concerned more fully aware of the importance of productivity as a necessary condition of any rise in standards of living... (2) The association of the workers in this common task has led, somewhat by force of circumstances, to a new conception of the role of the wage earners in the production process. In this study many examples will be found of the growing interest attached at the present time to the human factor in production. This aspect of the problem was fully emphasized at the last session of the International Labour Conference ... (3) In times of crisis, cooperation between public authorities and employers' and workers' organizations becomes a necessary condition of national survival."

368 ILO Employment Objectives in Economic Development Report of a Meeting of Experts New Series No 62 Geneva 1961 225 pp $2.75

"While there can be no doubt that economic development tends to improve the employment situation in the highly populated countries, it does not necessarily follow that measures to promote such development will of themselves suffice to create enough jobs in the future. Other measures are therefore needed ... This report is divided into nine chapters in which the experts examine the problem and make various recommendations (employment and economic development; the employment problem in less developed countries; employment objectives in development policies; the need for a high level of investment and its policy implications; the pattern of investment; the fuller utilisation of underemployed labour; raising the productivity of existing scarce resources; labor mobility, regional planning and training; international aspects of employment creation). The work also contains four appendices: case studies of employment problems and policies; employment objectives in the development programmes of Ceylon, Greece and Pakistan by the ILO; output, capital and labour with different techniques of production; discussion of employment problems and policies at the 45th Session of the International Labour Conference; and a large number of tables."

369 ILO Migrant Workers (Underdeveloped Countries) Doc. of the Intl Labour Conference 37th Session, 1954 Report V(1) Geneva 1953 129 pp 75¢

"A preliminary report of the protection of workers who leave their traditional environment and work (usually relatively primitive farming) to find paid work, particularly in the towns, as a consequence of the establishment of modern industries .... The first chapter of the report is an analysis of the scope of a number of instruments ... for the protection of the class of worker dealt with in the report. The second chapter describes the nature and extent of this type of migration, and the legislation on the subject, and the third gives an account of policy and practice in connection with the protection of migrant workers during their journeys to and from their places of employment, the settlement of such workers and their families, minimum wage rates and wage protection, the employment of migrant workers, their access to skilled employment, their trade union activities, the supply of consumer goods (through the employer or co-operative societies), social security and vocational training. The regions covered in the second and third chapters comprise most of Africa and parts of southern Asia, the West Indies and Latin America." (ILR Oct-Nov 1953, p 435)

370 ILO Why Labour Leaves the Land A Comparative Study of the Movement of Labour out of Agriculture New Series No 59 Geneva 1961 229 pp $2.25

"While the movement of labour out of agriculture into other occupations is a normal accompaniment of economic development, the aim today is that it should take place with the minimum of social hardship. For the underdeveloped countries, much depends on the manner in which such 'migration'takes place. The present study attempts to throw light on this question by examining the operation of the 'push' and 'pull' economic and social factors in certain advanced countries and in two differing groups of less developed countries, and shows how the same factors have different causes and give rise to different policy requirements." (ILR New Pubs. No 20, June 1961)

371 Intl Labour R. "An International Experiment in Workers' Education" Vol LXXVIII, No 2 (Aug 1958) pp 187-94

"There is a growing need for the kind of education that will properly equip workers and trade unions to meet their increasingly heavy economic and social responsibilities. This is particularly so in the less developed countries, where this form of education can be a powerful factor of social progress. Accordingly, in 1956 the ILO launched a workers' education programme aimed at encouraging the various countries in their efforts to train workers as active and responsible partners in the nation-building process. Under this programme, a seminar on workers' education, grouping some 20 participants from different regions of the world, was held recently in Denmark with the cooperation of the Danish Government and various interested bodies within the country." The seminar was divided into the following four parts: "(1) social conditions in Denmark; (2) workers' education institutions, programmes and methods; (3) workers' education in practice, as applied in the specific field of labour-management relations; and

(4) evaluation and conclusion." The impact of this seminar has been notable, most especially among those economically less developed countries who sent participants.

372 Intl Labour R. "Practical Methods of Increasing Productivity in Manufacturing Industries" Vol LXVII, No 4 (Apr 1953) pp 317-39

One of the methods of increasing productivity is the establishment "wherever there is a shortage of skilled labour, ... of apprenticeships or other bona fide training programmes and the simplification of ... work methods with a view to increasing the proportion of work which can be done by semi-skilled operative labour. At the same time opportunities should be provided for non-skilled workers to acquire the skills needed for the performance of such operation." The potential contributions of education and vocational training are reviewed in considerable detail.

373 Intl Labour R. "Rural-Urban Employment Relationship" Vol LXXIV, No 6 (Dec 1956) pp 568-75

"The movement of populations between the countryside and the town affects the social stability and institutional development of countries in many ways; frequently too, it reflects an unbalanced development of the employment structure in different sectors of the economy." This article discusses the problems arising in varying forms in countries at all stages of development as a result of these migrations.

374 Intl Labour R. "Unemployment and Underdevelopment in India, Indonesia, Pakistan and the Philippines" Vol 86, No 4 (Oct 1962) pp 369-87

Unemployment and underemployment is one of the chief problems facing the governments of most of the countries in Asia. The purpose of this article is to provide a short account of what statistics are available for four of the most important countries of the region. Notwithstanding the diversity of definitions used, the surveys revealed certain characteristic features of the employment situation in the countries surveyed. These are briefly as follows: the high rate of unemployment among educated persons; and the under-utilization of rural manpower, particularly during the slack seasons. Specific measures would need to be devised to redress each of these features in a broadly based employment policy for these countries.

375 LEIBENSTEIN, Harvey "The Theory of Underemployment in Backward Economies" J. of Political Econ. Vol LXV, No 2 (Apr 1957) pp 91-103

"In the literature on 'underdeveloped areas' there are frequent assertions that such areas have a great deal of 'disguised' or visible underemployment. Indeed it has become commonplace to argue, as Prof. Nurske does, that a means of developing these economies is to employ the 'surplus labor' on the construction of capital. In some studies we find attempts to measure the extent of the surplus labor in agriculture, in others we find attempts to measure the capital needed to absorb the surplus labor in non-agricultural pursuits. In all such studies there is the clear implication that the marginal product in agriculture is really zero. It is observed that agricultural workers in underdeveloped areas do receive a positive wage yet the notion of surplus labor receiving a positive wage or income is a contradiction in the light of received theory. There is clearly some need to reconcile what are presumed to be the broad facts and our theory on the matter... It is of interest to note that, should the economy undergo industrialization and try to shift some of the labor force off the land without increasing wages per man, there would be a shortage of labor. This may perhaps shed some light on the experiences of some of the countries in the Soviet orbit where a shortage of labor appeared in the agricultural sector after attempts at forced industrialization were made. Prior to this it had been believed that there was a considerable amount of disguised unemployment."

376 LEWIS, John P. "Productivity and Employment: A Note" The Economic Weekly (Bombay) Vol XIII, No 11 (Mar 18, 1961) pp 485-8

"The idea that Indian economic development need not be concerned about raising general labour productivity is an unspeakable heresy. This is precisely what the whole business is mostly about. Indian economic decision makers up and down the line need to cultivate a much livelier passion for productivity improvement than many of them now exhibit. They need always to give the benefit of the doubt to any proposed particular productivity improvement -- especially they need to avoid undue anxiety about its temporary dislocating effects -- until it can be shown that, by over-claiming scarce capital and/or land, the particular improvement would stunt enough other more modest improvements to retard the growth of output per member of the total labour force. It is scarcely possible for any development programme that maximizes general productivity in this sense to have adverse employment effects. However, modifications in the literal productivity-maximizing standard that must be made in the interests of appropriate product composition and time composition in the economy's output do, presently in India, make for some labour surplus. Technological adjustments that can minimize this by introducing more capital-saving techniques without slowing the pace or distorting the needed composition of productive expansion are all to the good. But, beyond this, the problem of temporary residual unemployment should be dealt with mainly by the mounting of an imaginative work programme that can put the residual labour force to constructive, self-terminating tasks without generating perverse lingering side effects and without cluttering the logic or slowing the momentum of the main development effort."

377 MATHUR, V.S. "Workers' Education in Asia: The Experience of the Asian Trade Union College of the I.C.F.T.U." Int'l Labour R. Vol 45, No 6 (June 1961) pp 554-75

The College, located in India, has a two-fold mission: (1) to teach the basic concepts and practices of trade unionism and (2) to prepare the students to undertake basic educational work. Some educational up-grading must occur before trade unionism can fully be understood by the majority of Asian people. "The normal program for the year consists of two international courses lasting 12 weeks each; three four-week courses in Hindi, Urdu and Bengali; at least one specialized international seminar on important problems of interest to the trade union movements of Asia; and a number of courses conceived to meet the needs of unionists belonging to particular industries;" The syllabus of the College as well as a short history of the evolution of teaching methods is also presented. A form of the seminar method is currently employed.

378 MINOCHA, A.C. "Economic Development with Surplus Manpower - Possibilities and Limitations AICC Economic Review April 7, 1961 pp 31-4

"Of late a spate of literature has been appearing on the possibilities of economic development with surplus manpower. Under-developed countries are also increasingly becoming aware of the existence of the 'hidden treasure' in the form of surplus manpower that is available for utilization... Here an attempt is made at examining the possibilities of economic development through the use of surplus manpower and the implications of various alternative methods for the mobilization of that surplus in the context of the Indian economy... The existence of disguised unemployment implies the existence of saving potential as well. 'In one sense the countries which have surplus labour have therefore an advantage over those countries which have not. For the latter countries cannot increase capital formation without withdrawing labor from producing consumer goods, whereas the countries which have surplus labour can increase capital formation at zero cost in other goods.'"

379 RANDALL, L. "Labour Migration and Mexican Economic Development" Social and Economic Studies No 1 (Mar 1962) pp 73-82

Labour mobility is both a precondition and a concomitant of economic development. This is demonstrated by examining the response of labour to economic opportunity as shown in internal and external Mexican migration since 1940 and by evaluating its effect on Mexican economic development: equalization of wages between states, rapid urban growth, increase in national income. Also covers the export of Mexican farm labourers to the U.S.A. (the "braceros) which led to a loss of skilled workers and an unfavorable age distribution.

380 RICE, A. K. Productivity and Social Organization- The Ahmedabad Experiment Technical Innovation, Work Organization and Management Tavistock Publications, Ltd. London 1958 293 pp

"This book is an account of the work undertaken by the Tavistock Institute of Human Relations in collaboration with the Ahmedabad Manufacturing and Calico Printing Company, Ltd. in India concerned with the interaction of social and technical change in a textile mill employing over eight thousand workers. Experiments which achieved both social and technological changes were carried out over a period of some three years. Measurements of their effects on each other and on productivity were made..... In the experiments described attempts were made to take into account both the independent and interdependent properties of the social, technical, and economic dimensions of existing socio-technical systems, and to establish new systems in which all dimensions were more adequately interrelated than they had previously been. The work with the Ahmedabad Manufacturing and Calico Printing Co. was carried out in the cultural setting of an old and eastern civilization into which western technology has been introduced only recently, and with only limited impact. The generality of the findings of the work described in this book is based upon the belief that, in our era, the majority of cultures are endeavoring to exploit the same possibility--the increased productivity arising from the application of technological advance to human effort."

381 RIES, Ludwig-Wilhelm Die Arbeit in der Landwirtschaft 2nd revised ed. Engen Ulmer Stuttgart 1950 504 pp 19.50 marks

"A textbook on labour simplification and on the intelligent use of labour in agriculture, by one of the pioneers of the scientific study of agricultural labour problems. It attempts to deal with labour problems from the angle of making the work more pleasant and easier for the worker by leaving mechanical jobs to be done by machines. Without in any way sacrificing academic thoroughness and scientific precision, it is intelligible and valuable to the practical man. The principles of the expenditure of human effort and their application to farm work are discussed and well illustrated." (ILR June 1951, p 740)

382 SLOTKIN, J. S. From Field to Factory Free Press Glencoe, Ill. 1960 156 pp

This cross-cultural study examines the problems of adjustment met by agrarian or other non-industrial workers who migrate to highly industrialized areas. The three groups studied are the Bantus, Southern whites, and American Indians.

383 TILLES, S. "Productivity in Underdeveloped Countries" Intl Labour R. Vol LXXII, No 6 (Dec 1955) pp 496-513

Some of the less industrially developed countries, in their efforts to achieve rapid economic progress, are devoting much thought to programmes for raising productivity in all sectors of the economy." This article stresses the importance of better utilization of manpower - improved through advanced selection procedures, effective training for workers, supervisory personnel, management and specialists, and adequate motivation of the individual - as an important factor in the productivity programs.

384 VAN VELSEN, J. "Labor Migration as a Positive Factor in the Continuity of Tonga Tribal Society" Econ. Dev. & Cultural Change Vol 8, No 3 (Apr 1960) pp 265-78

Urbanization of Tonga tribesmen is impeded by their need to obtain their "ultimate security" in the economic and social systems of their tribal areas. Families are not moved to the industrial centers because the distances are long; there are risks of imprisonment because frequently entry into the industrial area (e.g., Union of So. Africa) is made illegally; wages are generally scaled to the requirements of quasi-bachelors without family commitments; housing is in short supply; and social services are inadequate. The separation of the migrant workers from their tribal communities has some unusual effects on the educational developments of the Tonga. Many men learn to speak one or more foreign languages. Some become literate. The knowledge, experience and even the culture of the men thus differ substantially from that of the Tonga women. The impact on the children varies widely, in that some are sent with relatives to the towns for education,while others are sent to local schools. The author suggests that the Tonga, their industrial employers, and the political administrators all support the continued cohesion of the Tonga tribal community - but for different reasons. Thus so long as the Tonga have no opportunity to make their living entirely in the urban areas, they will continue to exhibit tribal characteristics (e.g., an unstable, inefficient labor force) despite their educational development.

385 WIGNY, Pierre "Migratory Movements in Underdeveloped Countries in the Course of Industrialization" Intl Labour R. Vol LXVIII, No 1 (July 1953) pp 1-13

This article discusses "movements of population, and particularly the movements of workers toward urban and industrial centres, that are among the many profound changes taking place in the underdeveloped countries as a result of economic development." Economic, social, political and legal problems of these migratory movements are treated individually.

CONSERVING AND IMPROVING PUBLIC HEALTH

See also Entry 543.

386 CANDAU, Maurice "World War against Malaria" Intl Dev. R. Vol I, No 1 (Oct 1959) pp 7-11

Thanks to DDT the WHO was able to adopt a program for the drastic reduction of malaria as a public health problem. "Of the economic advantages of such reduction or elimination there could be no doubt. So long as malaria remains endemic, it is responsible for heavy expenditure in hospital costs; it causes absenteeism and slow-up of work and hampers school education; it confuses the statistics of other diseases and is capable of accelerating deaths due primarily to other causes; and since many of the deaths from malaria occur in childhood, it causes wastage of potentially useful members of the community. Some idea of the extent of the labor losses that were made good as a result of malaria control may be gained from the experience in Thailand, where a saving of 175,000 man-days was reported in the first year of the control operations, which covered a population of 282,065 persons."

387 DE BOER, H.A. "Vocational Rehabilitation of the Tuberculous" Intl Labour R. Vol LXI, No 1 (Jan 1950) pp 21-47

This article reviews the special problems relating to the rehabilitation of the tuberculous. "The action taken in various countries, which clearly shows the growing public interest in these problems, is also described. A note on literature on the subject is given at the end of the article."

388 DELAUNAY, P. "The Economic and Social Background of Industrial Medicine in Madagascar" Intl. Labour R. Vol 83, No 2 (Feb 1961) pp 107-36

"In tropical and subtropical countries in the course of development the protection of the safety and health of workers runs up against a number of special difficulties; the author of the present article has therefore been careful to start his study of the subject by describing in some detail the social and economic setting in which occupational medicine operates in the Malagasy Republic (population trends, wage-earning and independent activites, internal migration and the like). Against this background he then analyzes the causes of occupational diseases and employment injuries, drawing attention to what is typical of the country, and gives an account of the statutory and administrative measures taken for the protection and compensation of workers and their families .... In conclusion, the old saying 'prevention is better than cure' remains valid; prevention always pays whether in the field of general health or of safety. The detection of hazards, their elimination and the education of workers to an awareness of the danger involved, are the aims of industrial medicine."

389 FOSTER, G.M. Problems in Intercultural Health Programs Pamphlet No 12 Social Science Research Council New York 1958 49 pp

A change from the many analyses of blunders in intercultural technical assistance, this pamphlet emphasizes our growing capacity to provide guidance for intercultural health programs by planning based on three questions: What are the principal cultural problems involved? What types of knowledge are needed to solve these problems? How can this knowledge be utilized in program planning and operations? Cast in the frame of emergent nationalism in underdeveloped countries, the pamphlet contains both positive suggestions and cautions.

390 HOPWOOD, B.E.C. "The Place of Industrial Medicine in Uganda" Intl Labour R. Vol LXXVIII, No 4 (Oct 1958) pp 348-67

"Although measures for the protection of workers against the health risks inherent in their employment or arising indirectly from it essentially involve a host of technical problems, it should not be forgotten that social factors too, play an important part. In Uganda, as will be seen from the following article, the usual occupational health hazards -- and these are many, in spite of the low level of paid employment and the small extent of industry -- are aggravated by the difficulty of inculcating safe practices in a largely illiterate labour force with a high rate of turnover and the competing demands of industrial expansion on limited capital resources. The valuable work being done in Uganda in the face of these obstacles shows that occupational health services have an important preventive function to fulfill even in the less industrialized regions of the world."

391 IBE - UNESCO School Meals and Clothing Pub No 129 Paris 1951 128 pp (paper)

All of the forty-three countries considered in this report have some form of nutritional aid for school children, in most cases directly related to compulsory school attendance.Control of distribution of both services is at local level with wide variances in the amount of service offered and the amount of federal financial assistance provided. Although a majority of children receive nutritional aid via schools, many less receive clothing aid and seldom directly in schools. Unique and influential in many areas is the "Oslo Breakfast" developed after Dr. Jean Sutter's contention that conventional hot lunches were actually detrimental to children's health.

392 Intl Labour R. "Egypt's Rural Welfare Centres" Vol LXI, No 1 (Jan 1950) pp 58-64

Social centres are one important means of promoting better health conditions in rural areas. "An illustration of the work that can be done by such centres is afforded by the experience of Egypt, where rural welfare centres have been in existence since 1942. The following account of this Egyptian experiment is based on information supplied by the ILO Correspondent at Cairo; use has also been made of the first report on the activities of the centres, which dealt in some detail with their origin and organization."

393 KEENY, S.M. Half the World's Children - A Diary of UNICEF at Work in Asia Association Press New York 1957 254 pp

It is all too easy for the educator-planner to think of "children" as so many essentially identical units to be accomodated within an educational system and to forget the wide variance in basic living expectancies among the children of the world. This account of seven years of UNICEF service to 200 million children in Asia provides a view of the squalor, disease and misery pervasive among many populations which must be overcome to some minimal extent before any real "human development" can take place.

394 LEE, Douglas H.K. Climate and Economic Development in the Tropics Council on Foreign Relations Colonial Press, Inc. Clinton, Mass. 1957 182 pp

A summary statement of present knowledge of the effect of tropical climate on productivity in agriculture, animal husbandry, human physiology and industry - the result of a study undertaken for the Council to try to assess more accurately the effect of hot climate on economic development. There is an introduction on the nature of climate and then chapters on: crop production, animal production, human health and efficiency, and industry; each one of which discusses the effects of climate, circumventing the effects, the complicating factors, and required action. Tables, figures and a bibliography are included.

395 MUSHKIN, S.J. "Toward a Definition of Health Economics" Public Health Reports Vol 73, No 9 (Sept 1958) pp 785-93

"Health economists are concerned with the organization of the market for health services and the net yield of investment in people for health. The 'optimum' use of resources for the care of the sick and the promotion of health defines the special field of inquiry."

396 PATTISON, H. A. Rehabilitation of the Tuberculous Livingston Press Livingston, New York 1949 250 pp

"The first part describes in detail the principles involved in the rehabilitation of the tuberculous, illustrated by short case histories. Special attention may be drawn to the chapter on after-care, dealing with family relief, employment and compensation in cases where tuberculosis is recognized as an occupational disease. Following an extensive bibliography, the second part describes a number of typical programmes and rehabilitation projects in the U.S., Great Britain, the Netherlands, Switzerland, Australia, India and Ireland."
(ILR Apr 1950 p 455)

397 PAUL, B.D. (ed.) Health, Culture and Community - Case Studies of Public Reactions to Health Programs Russell Sage Foundation New York 1955 493 pp

A collection of 20 cases of health projects in various communities of the world (i.e., Zulu, East Indian, Thai, Canadian) illustrating the uses of social science research in such cases. Some projects were initiated with antecedent research; in other cases the research was a by-product or trouble-shooting experience. Examples were selected to illustrate various aspects of communal relationships and illustrate that success or failure is largely dependent upon the understanding of specific structural peculiarities of communities.

398 SODEN, William H. (ed.) Rehabilitation of the Handicapped A Survey of Means and Methods The Ronald Press New York 1949 399 pp

This work "covers the whole field of rehabilitation under the heads of general medical and surgical techniques, neurological methods, psychiatric developments, vocational and social rehabilitation, and educational and psychological trends. The part on vocational and social rehabilitation contains important chapters on the activities of rehabilitation centres and workshops for sheltered employment."
(ILR Apr 1950, p 455)

399 US DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ. Teachers Contribute to Child Health Cat. No. FS 5.228: 28001-A Gov't Printing Off. Washington, D.C. Revised 1962 44 pp 25¢

Discusses briefly and simply four phases of the school health program: school health services, healthful school environment, healthful school living, and health instruction. Considers also contributions which can be made by other school and health personnel, parents and the community.

400 WEISBROD, Burton A. The Economics of Public Health Measuring the Economic Impact of Diseases Univ. of Pennsylvania Press Philadelphia 1962 153 pp $5

"As the role of government in the economy has grown, the problem of efficient resource allocation in the public sector has received increasing attention from economists. Progress has been made in the analysis and estimation of costs and benefits of public programs, but cost-benefit analysis in the public health area has lagged. The study seeks to reduce the extent of this lag. With a lucid text, supplemented by case studies, tables and charts, this book attempts to: (1) establish an analytic framework for estimating the social benefits of improved health; (2) employ the procedure, evaluating quantitatively certain of the benefits to society of successful attempts to eliminate three specific diseases - cancer, tuberculosis and poliomyelitis. After establishing his conceptual framework, the author uses economic reasoning to bolster the case for increased health expenditures, citing social benefits from reduced incidence of these three major diseases. He makes use of the concept of the value of human capital to determine the productive value of human resources destroyed by each disease, and, in addition, presents estimates for illness-caused production losses and treatment costs.

401 WOLMAN, Abel "New Directions for Public Health - A Reappraisal of Needs and Practice" Intl Dev. R. Vol III, No 3 (Oct 1961) pp 225

A plea for adding to the humanitarian justification for public health programs some economic measure of its benefit for a more productive society. A reappraisal of the rural fixation of most public health programs is called for in view of the more efficient use of such funds possible in an urban setting. The inevitable restriction on health programs of central administration is cited as well as the necessity to find more imaginative methods of financing public health.

402 WORLD HEALTH ORGANIZATION Health Education: A Selected Bibliography Educ. Studies & Docs. No 19 UNESCO Paris 1956 46 pp

This annotated bibliography includes an introduction on early health literature and relevant periodicals. References are organized under five headings. "The largest section deals with descriptions of existing health education programs and their problems but it was felt useful to extend the listing to include somewhat wider topics. For example, health educators, particularly those working outside their own cultural environment, constantly meet problems which require some knowledge of anthropology and sociology, and a few publications dealing with their relationship to health education have been included ... The section on methods and techniques deals only with publications that were specially written with health education in view."

403 WORLD HEALTH ORGANIZATION Planning of Public Health Services Tech. Report Series No 215 Rome 1961 48 pp 60¢

A report on health planning and its relationship to economic and social development. Covers the fixing of objectives of a plan, its preparation and its execution. Country information is included in an annex as well as an extensive bibliography.

5. THE STRATEGIES OF EDUCATIONAL PLANNING

See also Entries 27,158,161,177,179,190,205,221,229,261,295,356,532,837, 846,858,860,863,865,866,884,919,956,971,984,992,995,996,1012,1017,1021, 1023,1032,1033,1034,1064.

404 ABEL, H. and H.H. GROOTHOFF Die Berufsschule, Gestalt und Reform Herausgegeben von der Arbeitsgemeinschaft Deutscher Lehrerverbande Verlag Carl Winter Darmstadt 1959 172 pp

In this study the authors, after defining the present role of vocational training in relation to other forms of education, show that the traditional conception of the school does not correspond to the needs of the modern world. They feel that what is required is "a system of progressive advance toward real life consisting, in place of the present period or primary schooling, ... of a shorter basic elementary period and transitional stages leading to an intermediate period that would finish at about the age of 16 years. This intermediate education, during which practical instruction would predominate, would include a choice of pre-occupational courses, each of which would be separate but would not exclude subsequent changes of course .... The authors stress two great tendencies which are becoming more and more marked. The first consists in making it possible for young workers to branch off at a later stage and in counterbalancing the increasing specialization of industrial work by a broad and flexible basic training. The second is characterized by the growing place in training programmes allocated to theoretical teaching in response to the steady increase in the level of technical knowledge required in modern industry. at the same time it is coming to be recognized that future workers need an adequate general and cultural education." (ILR Dec 1959, p 536)

405 The Annals "The Public School and Other Community Services" Vol 302 (Nov 1955) 206 pp

This issue devotes itself to an examination of the possibilities of and problems inherent in coordinating the three "schools" that every child attends: his home, his school and his community - in the U.S.A. and in Europe.

406 BEEBY, C.E. "Stages in the Growth of a Primary Education System" Comparative Education Review Vol 6, No 1 (June 1962) pp 2-11

During fifteen years the author functioned at policy level in two educational systems: New Zealand and Western Samoa. Finding himself disconcerted to be encouraging in Samoa the development of educational practices he had spent half a lifetime trying to discourage in New Zealand, he conceived a "stages of development" theory applicable to all educational systems. Some stages may be shortened; none can be skipped, he maintains.

407 BRAMELD, Theodore Education for the Emerging Age
Newer Ends and Stronger Means Harper New York
1961 244 pp $5

This restatement of an educational philosophy centered on goal seeking and "social self-realization" holds that the urgent problems of today require schools to dedicate themselves to "the problems and prospects of reorganizing democracy itself." This will demand a new curriculum designed around "key problematic areas" such as economics and politics. Thus traditional subjects become the spokes of a wheel whose hub is a continuous interdisciplinary concern with various aspects of social life. This main wheel would be the four year junior college taking in the last two years of high school and the first two years of college.

408 COOMBS, P. "Discussion" pp 81-97 The Challenge of Aid to Newly Developing Countries(Vol III) Policy Conference on Economic Growth and Investment in Education - Washington, D.C. Oct 16-20, 1961 OECD Paris 1961 97 pp

The discussion of papers (by Bos, Harbison, Lewis, Tinbergen and Vaizey) encompasses such topics as educational financing; technical schools vs. universities; the confusion of diverse foreign educational systems superimposed on new African countries; the need to adapt such systems to underdeveloped countries' needs; the need for educational strategy planners with a new approach; the need for applying new types of research to develop practical solutions to the education problem (e.g., operations research); the conflict of political vs. economic policies; the need for technological revolution in educational methods; problems inherent in obtaining an education abroad. The discussion concludes by providing broad agreement on "Ten Commandments" -- guidelines for assisting the OECD countries in their decision-making.

409 COOMBS, Philip H. The Technical Frontiers of Education
The 27th Annual Sir John Adams Lecture, March 15, 1960
Univ. of Calif. at Los Angeles 16 pp

Mr. Coombs calls for the revitalization of the American educational system via 1) "pervasive attitude" favoring experimentation and innovation, 2) greater financial support, 3) concentration of education research on the "most critical problems of schools and colleges", 4) elimination of the 25-50 year lag time in implementing new developments.

410 DEBEAUVAIS, Michel "Economic Problems of Education in the Under-developed Countries" Some Economic Aspects of Educational Development in Europe International Assoc. of Universities Paris 1961 pp 115-119

Educational planning, which must be the joint work of educators, economists, psycho-sociologists and political leaders, must cover all stages of education and must take into account both the plan of economic development and available financial resources. Curriculum reform must give each educational cycle (primary and secondary) an aim of its own: it must train "complete" men, ready to play an active role in society.

411 La Educación "Planeamiento Integral de la Educación" Vol 17 (Jan-Mar 1960) 103 pp

This volume is devoted to the necessity of integrating the educational system into plans for economic development. This issue summarizes a seminar under the auspices of OAS in Bogota in 1959. It includes articles by Ricardo Diez Hochleitner, Harold F. Clark, Juan Comas, and Harold S. Sloan.

412 La Educación "Seminario Interamericano Sobre Planeamiento Integral de la Educación Recomendaciones" No 11 (July-Sep 1958)

Contains the recommendations of the seminar on educational planning sponsored by the OAS with the participation of UNESCO in Washington, D.C. in 1958. These concern the significance of integrated educational planning; organization and methods; administration; financing; and the qualitative and quantitative aspects of planning the whole of the educational systems as well as specific levels and tracks.

413 Education Abstracts "Long-Range Educational Planning" Vol 9, No 7 (Sep 1957) 19 pp

Long-range plans for the development and improvement of educational systems in selected countries. Part I includes plans which deal only with education; Part II lists comprehensive economic and social development plans which are in part devoted to education.

414 ELAZAR, M. "Yugoslavia" (Chap 3) pp 41-50 The Planning of Education in Relation to Economic Growth (Vol IV) Policy Conference on Economic Growth and Investment in Education - Washington, D.C. Oct 16-20, 1961 OECD Paris 1961 97 pp

Yugoslavia has expanded its industrial sector since World War II via a series of three 5-year plans with educational planning playing an increasing role in producing qualified manpower for economic expansion. In the final 5-year plan, an "educational plan" formed the basis of the "economic plan". Attempts to decentralize controls include coordination of municipality and district planning with federal planning with ultimate responsibility for action at the local level and only supplementary advisory and financial assistance from the federal level. Overall federal coordination has guided the basic shift of ethos from that of an agrarian to that of an industrial society.

415 GREAT BRITAIN Central Advisory Council for Education
Fifteen to Eighteen Vol I: Report H.M. Stationery Off.
London 1959 519 pp 12/6

A comprehensive report (also called the "Crowther Report") dealing with the practice and the problems of the education of the 15-18 year old group in England today and the factors influencing the development of education. The various parts deal with: education in a changing world (including the population, social and economic aspects); the development of the modern school; secondary education for all; the provision of the county colleges envisaged by the Education Act of 1944 for further education; the sixth form; technical challenge and educational response; and the last part deals with institutions and teachers, also containing a summary of principal conclusions and recommendations of the Council. "The Council's challenging plan for education in the immediate future (the next 20 years or so) is placed against a background of instruction for the great mass of children whose education it regards as inadequate in quality and duration, requiring improvement in concept as well as orientation, content and length. The special need to overcome current deficiencies in the education of girls is also discussed." (I L R, Sept 1960, p 296)

416 HALSEY, A.H., Jean FLOUD and C. Arnold ANDERSON (eds.)
Education, Economy and Society A Reader in the Sociology of Education Free Press Glencoe, Ill. 1961 625 pp $7.50

This useful anthology of 42 selections from writings of economists, educators, and sociologists focuses on the educational institution under conditions of rapid social change. It covers the relationship of economic change to educational requirements, the nature of the educational selection process, the influence of social factors on educational achievements, and the changing social functions of schools and teachers. Education in modern societies is more concerned with changing knowledge than with preserving it.

417 IBE - UNESCO Educational Planning Research in Comparative Education - 25th Int'l Conf. on Public Education
Geneva 1962 192 pp

This comparative study of the status of educational planning in 75 countries answering an IBE questionnaire shows that only 40% of the countries have provisions for organized general planning of education. The study covers a number of aspects of the problem and should serve as a valuable starting point for further studies.

418 Intl Dev. R. "6 Fundamental Discussions: 1. Education"
Vol 2, No 1 (May 1960) pp 32-3

The article summarizes the views of four members of a panel on education. Matta Akrawi in his discussion of "The Need for Universal Education" relates general education for the total population of an underdeveloped country, both young and old, to economic progress and social stability. In "Expand International Brain Trade" Philip M. Glick focuses on the inter-university contract,Robert W. Hudgens talks of linking agricultural credit with educational guidance and supervision in Venezuela, Brazil, Peru and Guatemala. Ralph W. Ruffner in his discussion of secondary education, "Education and Development Are Reciprocal Forces," emphasizes four guidelines.

419 NEFF, Kenneth L. "Education and the Forces of Change - How Meet the Immense Challenge of Southeast Asia?"
Intl Dev. R. Vol 4, No 1 (Mar 1962) pp 22-25

The great mass of population in Southeast Asia remains unagitated and willing to follow time-worn patterns of existence. Before a country can truly be considered an economically developing nation, it must begin to demonstrate a capability to develop its own technology and to generate its own growth. The basic problems revolve around cross-cultural transfer of knowledge and skills, concepts, and institutions. The obvious need is for research into the entire social and educational structure to produce guidelines for the most effective methods and vehicles for introducing new concepts into the educational curriculum and diffusing them throughout the society.

420 OECD Ability and Education Opportunity by A.H. Halsey (ed.) Report on the June 1961 Conference organized by the Off. for Scientific and Technical Personnel
Paris 1961 216 pp $2.50

It is today generally acknowledged that economic and social progress are largely dependent on public education. In all

European countries both secondary and higher education are being made accessible to increasing numbers of students, but doubts have recently been expressed as to whether this expansion is not going too far and too fast. Is the number of children who can benefit from further education unlimited,or is there a saturation point beyond which the standard of secondary and higher education will tend to decline? This study comprises an analysis of the major obstacles to the use of potential human abilities in education. The barriers associated with social class, rurality, school organization and cultural inequalities are discussed by Jean Floud (U.K.), Jean Ferez (France), Torsten Husen (Sweden) and Dael Wolfle (U.S.A.), and the problems of measuring reserves of talent and the use of international statistics are presented by Pieter de Wolff (Netherlands), Kjell Harnqvist (Sweden) and John Vaisey (U.K.). A.H. Halsey reviews the problem, as it was defined by a forum of international experts convened by OEEC, held at Kungalv, Sweden in June 1961.

421 OECD Policy Conference on Economic Growth and Investment in Education Washington, D.C. Oct. 16-20, 1961 Paris 1961

This important conference at the Brookings Institution in Washington, D.C. brought together a wealth of relevant talent. The following five volumes have appeared (papers are annotated separately in this bibliography) and will eventually be combined under one cover: I. Summary Report and conclusions and Keynote Speeches; II. Targets for Education in Europe in 1970 by Prof. I. Svennilson in association with Prof. F. Edding and Prof. L. Elvin; III. The Challenge of Aid to Newly Developing Countries by Messrs. W.A. Lewis, F. Harbison, J. Tinbergen in association with Mr. H.C. Bos, and J. Vaizey; IV. The Planning of Education in Relation to Economic Growth by Messrs. M.R. Poignant, S. Moberg and M. Elazar; and V. International Flows of Students by Messrs. J.R. Gass and R.F. Lyons of the OECD Directorate for Scientific Affairs.

422 PAUVERT, J.C. "Facteurs Sociologiques de la Planification de l'Education" (Social Factors in Education Planning) Inter-Afr. Labour Inst. B. Vol 8, No 1 (Feb 1961) pp 15-24

This article explores the interrelationships between economic planning and educational planning.

423 PLATT, W.J. Conflicts in Educational Planning Prepared for the Conference on Education and Political Development Lake Arrowhead, California June 25-29, 1962 Stanford Research Inst., Menlo Park, Calif. 24 pp (mimeo)

Develops a model of the planning process which attempts to show that what is essentially involved is the resolution of opposing forces: centripetal and centrifugal. The opposed forces are as follows: "Integrated and investment-orientated education vs. independent and consumption-oriented education; modern and future-oriented education vs. classical and parent-oriented education; pragmatism vs. 'pure' learning; concentrated centers, efficient organization and economies of scale vs. uniform distribution, small classes, small schools; protectionism to achieve a balanced foreign trade in talent vs. international free trade of talent." To obtain the necessary high-talent manpower for the manning of the economy it is necessary to resolve these opposing forces by certain "public policy dial settings." Some settings suggested are tuition subsidies, improved guidance procedures, adjustment of standards for occupational entrance.

424 PLATT, William J. "Investing in Education" Stanford Research Inst. J. Vol 5 (2nd Quarter, 1961) pp 49-57

The author stresses the need to relate educational program to the economic stage of development and economic goals. Education is an investment for future gain rather than current expense. Democratic societies must invest more in education due to pluralistic objectives compared with societies ruled by authoritarian edict. Education strategies must determine (a) whom or how many to educate; (b) what curricula, in what proportion; (c) what educational technology and organization. There is a need to encourage more multilateral and bilateral aid to education. The rewards are many, including rising motivation for self-improvement and the accelerating effect of education.

425 SAIYIDAIN, K.G. Problems of Educational Reconstruction Asia Publishing House New York 1950 2nd ed. 366 pp $3.25

The author discusses some of the important problems involved in the reconstruction of education to modern needs. Some of the topics covered by him: developing the children's potentialities to the fullest through purposive, joyful and shared activities; expansion of rural education, training of adults and children for good citizenship and the preparation of teachers to fulfill this task. Mr. Saiyidain, a human educationist, believes education to be a supreme value in life.

426 SUCHODOLSKI, Bogdan "The New Tasks of Education in Modern Life (An Educationist's Point of View)" Some Economic Aspects of Educational Development in Europe International Assoc. of Universities Paris 1961 pp 107-14

Several aspects of education are discussed in this article.

Education must be recognized as a primary factor in economic development. It must look into the future in order to be effective in the long run, avoiding an over-rigid structure based on today's criteria as well as a complete lack of guidance. Education must turn human civilization into something really human and valid for all men, and it must train people for both work and leisure.

427 SVIMEZ Trained Manpower Requirements for the Economic Development of Italy - Targets for 1975 The Role of Education in the Italian Economic Development by G. Martinoli Giuffré, Rome 1960 59 pp

The purpose of this report is to relate Italy's educational needs to her economic growth and indicate what future educational goals should be. Assuming an almost double national product by 1975, planners expect a rise both in numbers of persons of working age and numbers actually working, especially women. Changes foreseen in the structure of industry indicate a "radical transformation" of the occupational composition of the labor force in the next few years. The implications for education of these changes are the need for an adequate education system for all persons up to age 15 and a great deal more education for those from 15 to 19. This requires a sound primary curriculum from which can be developed for secondary students a carefully planned and balanced structure of humanistic, technical and vocational studies.

428 Tiers Monde "Colloque sur la Planification de l'Education dans ses Rapports avec le Développement Economique et Social" Tome I, Nos 1-2 (Jan-June 1960) 250 pp

The first of two issues of this organ of IEDES is devoted to coverage of the 1959 international conference on educational planning sponsored by the Institute and the French National Commission for UNESCO. Included are the papers delivered at the conference and the ensuing discussions of three work groups pertaining to the economics of education, the sociological problems of cultural transformation, and the adaptation of education to the requirements of newly developing countries.

429 UNESCO - ECAFE Papers of the Meeting of Ministers of Education of Asian Member States Bangkok/Paris 1962 (mimeo)

A complete record of the meeting of the Ministers of Education from 18 South and East Asian countries to evaluate progress and consider the further implementation of the "Karachi Plan" (as of 1959, the Karachi Plan set targets of seven years free and compulsory education for all member nations). Although presently in varying stages, all countries plan to reach target on or before the date set. Members are determined to raise by stages the percentage of gross national product invested in education and to extend the Karachi plan upward as the target is met. Detailed reports are included for primary education in Thailand, Singapore, Vietnam, the Philippine Islands, Ceylon, Nepal, Malaya, Laos, Korea, Iran, Indonesia, China Republic, Cambodia, Burma, and Afghanistan.

430 UNESCO - IBE Raising the School-Leaving Age by I.L. Kandel Studies on Compulsory Education, No 1 Paris 1951 71 pp (paper)

Traces the history of compulsory education and the forces shaping mass education requirements. Finds that recognition of education as an investment which yields dividends coupled with movements to promote equality of educational opportunity have resulted not only in prolonged education but also in education for each individual which will best promote his personal development.

431 VAIZEY, J. Britain in the Sixties - Education for Tomorrow Penguin Books London 1962 118 pp (paper) 2/6

A popularized overview of the educational problems of the future, applicable not only to Great Britain but to the U.S. and other nations as well. The author examines the British education system as a whole according to the needs of today and with an eye to the future, in the light of modern knowledge and research and with (implied) suggestions as to how the educational system can be improved. He covers the question of equality and equal education for all, "the new education" and new teaching techniques, the different kinds of British schools -- public, grammar, secondary modern -- higher education, the problems of recruiting and keeping teachers, administration, and the future, and he concludes: "Britain has in too many places an inefficient, out-of-date, class-ridden education system. If we want to change the society we have to change the education system. To do so will give us our best chance in the world of tomorrow."

432 VAIZEY, John "Education and Manpower" British J. of Educational Studies Vol 10, No 1 (Nov 1961) pp 85-8

This article reviews two books strongly critical of the British educational system: Britain's Scientific and Technological Manpower by George L. Payne, Stanford Univ. Press and Oxford Univ. Press, London, 1960, 466 pp, 45/; and The Complete Scientist Report of the Leverhulme Study Group of the British Assoc. for the Advancement of Science, Oxford Univ. Press, London, 1961, 162 pp, 18/. "They tend to show the cultural defects of overspecialization, and the economic problems brought about by over-selection; but they are also heartening -- because the cultural-cum-pedagogic arguments for liberalization, and non-selection, are reinforced by 'manpower' studies ... For the first time psychology, economics, sociology and liberal opinion coincide exactly -- more education is an indisputable basis of better education in every sense of that many-faceted phrase."

433 WALL, W.D. Some Reflections on Education in the Developing Countries and in Europe The School Review (Univ. of Chicago) Spring 1958 pp 56-69

A position paper by the director of the London National Foundation for Educational Research in England and Wales. He points out the dangers of attempting to transplant an educational system from one culture to another and he praises the approach of the International Institute for Child Study in Bangkok, Thailand. Here, the sociopsychological frame of reference of the child in the host culture is studied before changes in the educational system are recommended. Recent trends in Europe are reviewed. Increasingly, educational practice in Europe is being aligned with the latest psychological knowledge. A concept of guidance is evolving. Social barriers to educational opportunity are breaking down.

TECHNIQUES

434 EDDING, F. Forecasts of Educational Needs and Expenditure on Education - Note on Methodology OSTP/PD/60.66 OEEC Paris 1960 16 pp (mimeo)

In this brief paper, the author discusses the methodology of forecasting such educational factors as pupil enrollment, personnel needs, and operational and capital expenditures. The evaluation of such elements may be done so as to obtain both a minimum and a maximum cost for the development of education. Through relating these estimates with forecasts of national revenue growth and other factors, allocations of national resources for education may be fixed. The author concludes with an analysis of the contribution that economists can bring to educational planning.

435 FOURASTIE, J. and R. POIGNANT Le Développement des Enseignements du Second Degré et Supérieur et l'Evolution de l'Emploi Colloque sur les Problèmes relatifs à l'Education Nationale 6,7,8 Avril 1962 Grand Orient de Paris 1962 7 pp (paper)

Presented jointly by the Chairman of the Manpower Commission and the Secretary-General of the Educational Equipment Planning Commission of France, this paper describes the work of these two commissions in the preparation of the educational section of

France's fourth plan for economic and social development (1962-65). The problems of forecasting long-term manpower needs (1975) and of translating such needs into planning for the secondary and higher education levels during the 1962-1965 period are discussed.

436 HANSEN, W. Lee "Educational Plans and Teacher Supply" Comparative Education R. Vol 6, No 2 (Oct 1962) pp 136-41

The author discusses some of the shortcomings of the recent projections regarding teacher supply. He shows how such projections have not been accurate and suggests further research in the area of factors influencing changes in demand (which would try to explain why actual school enrollments have differed markedly from the projections), changes in teacher supply, factors related to recruitment, retention, and remuneration - all of which may have a bearing on the discrepancies which showed up. There was not the expected shortage.

437 INSTITUT D'ETUDE DU DEVELOPPEMENT ECONOMIQUE ET SOCIAL DE L'UNIVERSITE DE PARIS Problèmes de Planification de l'Education Notes sur les conditions d'application des recommendations de la Conférence d'Addis-Abeba No II of two parts Paris March 1962 15 pp (10 pp of tables)

A technical study prepared for the UNESCO Conference of African Ministers of Education, the publication consists of an analysis of the concept of the quantitative yield or production of education as a factor in national educational planning. Based upon research carried out in Mali and the Ivory Coast, the study stresses the variance between real and apparent production statistics for primary education due to the extremely high number of repeaters at each grade level. The Mali investigation, for example, uncovered that only 28% of urban school pupils reached the final primary grade, CM^{2}, without repetition of one or more grades.

438 MacVEAN, R.B. and F. NIEVES "Educational Reorganization in Guatemala" Comparative Education Review Vol 1, No 3 (Feb 1958) pp 18-23

The author evaluates the Guatemalan educational reorganization plan on the basis of six criteria "accepted by leaders in Guatemalan and Latin American education: unity, flexibility, functionalism, citizenship, guidance, universal secondary education." He concludes that the changes in organization are not of the paper type characteristic of so many reported "changes" in Latin American education, but rather that genuine reorganization is occurring. In-service training and workshops are being accepted. Changes in the curriculum and teacher status are being effected along nationally desirable lines.

439 ROSELLO, P. "L'Education Comparée au Service de la Planification" Cahiers de Pédagogie Expérimentale et de Psychologie de l'Enfant No 17, Nouvelle Série (1959) 23 pp

The author presents his concept of "educational streams" which, through repetition in time and space, generate certain educational phenomena. He reviews "educational streams" dominant in this era and suggests how knowledge of these "streams" and of comparative education in general may contribute to the effectiveness of educational planning.

440 SVENNILSON, Ingvar, Friedrich EDDING and Lionel ELVIN Targets for Education in Europe in 1970 (Vol II) Policy Conference on Economic Growth and Investment in Education Washington, D.C. Oct. 16-20, 1961 Org. for Economic Cooperation & Dev. Paris 1961 126 pp (paper)

The already substantial expenditure for education in European nations will be increased as most nations have already begun planning educational expansion. Required is a more precise formulation of argets based on factual research. Treatment of gross data leads to estimates of "low alternative" (a normal expansion) and "high alternative" (a reasonable maximum effort) choices which must be further refined by individual nations. Some fallacies inherent in international comparison; i.e., varying definitions of "teacher," "pupil" expenditures, but systematic methodology will smooth these at least to the point where comparative magnitudes are possible. Structural problems common to all national education systems include balanced expansion of offerings, structure of secondary education, quality vs. quantity considerations, general vs. specialized education, and identification of internal bottlenecks in the system. A substantial appendix explains sources, data and methodology of the analysis which assesses needs of OECD countries for educational efforts in 1970.

441 TINBERGEN, J. and H.C. BOS "The Global Demand for Higher and Secondary Education in the Underdeveloped Countries in the Next Decade" (Chap IV) pp 71-81 The Challenge of Aid to Newly Developing Countries (Vol III) Policy Conference on Economic Growth and Investment in Education Washington, D.C. Oct 16-20, 1961 Org. for Economic Cooperation & Dev. Paris 1961 97 pp

"This paper is an attempt to estimate the need for qualified manpower in the newly developing countries during the next decade, and to assess the order of magnitude of the effort required, both in terms of students to be trained and of teachers to be provided." Estimates are provided of the numbers of teachers and students required for 1970 in the major underdeveloped regions of the world. Lacking an economic basis for relating educational input to economic output, the authors developed their estimates of secondary and higher student enrollment on the basis of the following assumptions for the 1957-1970 period: Rosenstein-Rodan's population projections by major regions; increase in per capita income of 2% per year; increases in enrollment ratios for higher education related to current per capita income (ranging from 2 to 6% per annum); trebling of science and technology enrollment ratios in Africa and doubling in Asia and Latin America; increases in general and vocational enrollment ratios (ranging from 2-6% per annum). Projections of university teacher requirements are based on the assumed growth in the student body. The authors observe that "the underdeveloped countries will be unable to increase from their own resources the number of university teachers by (the required) 120,000 during the next decade." Also, expansion of secondary schools requires a very large expansion in the output of teacher training institutions. It is noted that sending students abroad can provide only limited assistance, because the percentages feasible are low (2-3% go to Europe) and costs are high.

442 UNITED NATIONS Seminar on Evaluation and Utilization of Population Census Data in Asia and the Far East
UN and Gov't of India New York 1961 93 pp

This document summarizes the main conclusions of a Seminar arranged for the purpose of aiding Governments of countries in the Asian region to plan their census programs in such a way as to provide the maximum amount of information relevant to practical problems of policy-making and planning of economic and social development. A particularly pertinent discussion is entitled "The use of demographic data and analysis for studying educational problems and planning educational programs."

443 UNESCO Methods of School Enrollment Projection by E.G. Jacoby
Educational Studies & Docs. No 32 Paris 1959 43 pp

A research officer in the New Zealand Dept. of Education sets out "his experience in the field of projecting school enrollments .... The problem of forecasting school populations is an essential component of planning but not the only component and it should be kept in mind that the author is writing about a highly developed school system ... Despite differences between national systems of education, the methods available for planning do not greatly vary. What may vary, of course, is the extent to which such methods can be adopted at a particular stage of development."

SOCIETAL VALUES THAT AFFECT PLANNING GOALS

See also Entries 201,511,655,985,1047,1060,1103.

444 BRAMELD, T. Cultural Foundations of Education An Interdisciplinary Exploration Harper New York 1957 330 pp

Author points out that education is both rooted in and feeds back into culture via its own practices and practitioners. He reconstructs educational theory in three broad categories: Cultural Order, Cultural Process, Cultural Goals. From his theory he draws implications for educative processes and specific suggestions for innovations. He feels that teachers and students alike should be far better equipped than at present to reformulate their life aims with more meaning and purpose.

445 BRAMELD, T. The Remaking of a Culture Life and Education in Puerto Rico Harper New York 1959 478 pp

A distinguished educational philosopher utilizes anthropological and sociological data, plus his own field work, in an attempt to determine how "to enlist education in the processes of institutional change and the shaping of new purposes for education and culture." This represents the author's efforts to apply in a specific situation his culturally-oriented educational philosophy to make recommendations for future educational policy decisions in Puerto Rico.

446 BUTLER, J. Donald Four Philosophies and Their Practice in Education and Religion Harper New York 1957 618 pp

This book is intended primarily as a text and reference for courses in the philosophy of education. It explains four philosophies: naturalism, idealism, realism and pragmatism, and their characteristic practices in the fields of education and religion, and also attempts "to advise how to build a philosophy of education."

447 BUTTS, Freeman R. A Cultural History of Education McGraw-Hill New York 1947 726 pp

This book is not confined to the instruction that goes on in schools, but tries to show the close relationship between society, schools and other educational agencies. It is based on the belief that education is affected by the dominating institutions and beliefs of a culture and that education in turn affects the culture. The book takes a strongly chronological approach to the history of education.

448 COLLIER, Kenneth G. The Social Purposes of Education
Routledge & Kegan Paul London 1959 235 pp

This book is written from the point of view of the British tradition which defines education in wide terms, embracing the moral and social aspects of personality. Thus, one needs to be at home with several of the major disciplines of the human mind to deal properly with the subject. This work is "an attempt, not to produce any such comprehensive work, but to articulate the relations between these disciplines; or if one looks at the matter from another point of view to conduct a search for criteria by which to judge educational methods." Four sections cover "challenges of the present situation;" "the response: aims and resources;" "underlying assumptions;" and "educational principles."

449 CORMACK, M. She Who Rides a Peacock Indian Students
and Social Change Frederick A. Praeger New York
1961 264 pp

A report of research and impressions acquired during a year's stay in the country of her birth. The author investigates: "...College and university students' conscious awareness of and attitude toward the social change related to 'traditional' Indian becoming 'modern'". Through questionnaire and interview techniques she discovered substantial incoordination and conflict between traditional attitudes and the requirements of the changing society. She concludes that: "...it is manifest that most Indian families, beyond urging children to education, are operating more according to traditional than to new values and customs. This leaves much to the schools, perhaps the only institutions which can undertake the immense task of developing a new society based on new personalities." It does not seem that the schools recognize this task, however. Responding to the need of supplying more education for more children, and including more scientific and technical education, they are not considering values, attitudes, and attitude change. They are concerned with certificates, degrees, and employment -- but not with psyches, the nature of the emergent society, and a modern Indian philosophy of life. They are not, in short, getting to the root of the problem, which is to shift a people from a vertical to a more horizontal society through developing in each person the concepts and habits of democracy. This involves developing 'selves', who will become participants rather than recipients.

450 COUNTS, G.S. Dare the School Build a New Social Order? John Day Co. New York 1932

Critical of both progressive and traditional education. Counts was a leader in a movement which held that an educational system by definition was obligated to shape children toward certain ideological ends and that the shaping of a new social order via education and schools was not antithetical to goals of a democratic society.

451 DEWEY, J. Democracy and Education Macmillan New York 1916 434 pp

The basic work of John Dewey in which he spells out his pedagogical ideas which form the essence of "experimentalist" educational philosophy and which have had a pervasive influence upon educational practices throughout the world.

452 FRIEDMANN, Georges Pour l'Unité de l'Enseignement: Humanisme du Travail et Humanités Cahier des Annales Librairie Armand Colin Paris 1950 54 pp

"This is a plea for unity (though not uniformity) in education, for recognition of the value of culture for all citizens, whether apprentices at the forge or students of the classics. Those receiving technical education or training respond to the stimulus of wider education and require this stimulus .... Much is already being done by individual enthusiasts, particularly in the newer fields (such as the teaching apprenticeship centres) where no academic tradition cramps lively teaching methods." (ILR June 1951, p 736)

453 GARDNER, J.W. Excellence Can We Be Equal and Excellent Too? Harper and Bros New York 1961 171 pp $3.95

Concerned with "toning up a whole society" the author demonstrates the conflicting nature of three principles underlying human society: hereditary privilege, equalitarianism, and competitive performance. Shows that the development of talent is critical at present and that present need of society as well as of individuals is for excellence in all activities. Urges heterogeneous educational systems to cultivate excellence in every sphere of life and to develop human potential at all levels.

454 GEARING, F. et al (eds.) Documentary History of the Fox Project, 1948-1959 - A Program in Action Anthropology Univ. of Chicago Chicago, Ill. 1960 426 pp

An account of attempts of scholars to apply social science knowledge to solutions of acculturation problems of an Amerindian group, this work is perhaps most significant for its explicit coming to grips with the problem of imposing values upon the community. Resolution appeared to come with admission that "own values" enter into such projects but need not be sources of conflict as long as community people are allowed to set their own goals.

455 HANDLIN, Oscar "Are the Colleges Killing Education?" The Atlantic Monthly Vol 209, No 5 (May 1962) pp 41-45

A persuasive argument against the system of repeated examinations and periodic grades which has created a tense, competitive college atmosphere interfering with the educational process of all students and stifling or weeding out the non-conformist student who may have a particularly creative talent. Our broader educational values are imperiled.

456 HAVIGHURST, R.J. and B.L. NEUGARTEN Society and Education Allyn & Bacon Boston 1957 465 pp

Viewing the school as one of many social systems that operate in a complex social structure, this book examines the place of the educational system in the society it serves. "The American school system performs two essential functions: first, by interpreting and transmitting the values of society and by helping children to take their places as participating members the school has the function of inducting the child into his society; second, by promoting the ideals of the society and by helping children to make their maximum contributions to the community, the school has the function of improving the society. To understand how the school performs these two functions, we look on the one hand, at the society itself - its structure and its organization - to see how the school acts as its agent. We look, on the other hand, at the child, to see the general process by which he becomes a member of the social group, and to see how the school influences that process. The society, then, and the child growing up in the society constitute the reference points for our examination of the educational system."

457 HODGKIN, R.A. Education and Change A book mainly for those who work in countries where education is part of a process of rapid social change Oxford Univ. Press London 1957 150 pp

The basic role of the school in promoting rapid change is to prepare the minds to accept change. Discusses the difficulties and methods to conquer them - with the help of illustrative anecdotes. Includes a three-page synopsis of the argument.

458 HUGHES, Emmet J. (ed.) Education in World Perspective
Harper & Row New York 1962 201 pp $4.75

A collection of fourteen papers presented at the International Conference on World Educational Problems during the 100th anniversary of Vassar College in New York state. The theme was "Emerging Values and New Directions, Their Implications for Education." Conferees included historians, health authorities, members of parliaments, lawyers, lecturers, as well as educators from all parts of the world. It was concluded that the educational task of the future is the integration of nations into a true world community.

459 KANDEL, I.L. Comparative Education Houghton-Mifflin Co.
Boston 1933 869 pp

This book is one of the classics in comparative education. "The task has been ... to discuss the meaning of general education, elementary and secondary, in the light of the forces -- political, social and cultural -- which determine the character of national systems of education." Ellwood P. Cubberly states in the editor's introduction that "the book is ... a study and interpretation of world progress in educational organization and adaptation in terms of those deep-seated national forces which shape the cultural institutions of mankind, and as such should form an adequate basis for a course ... which would be in effect a philosophy of world educational changes and progress stated in terms of national cultures and national hopes and aspirations."

460 KING, E.L. Other Schools and Ours Rinehart & Co
New York 1958 234 pp

A comparison of educational systems, historical and economic factors in their development and national ideals expressed as characteristics of educational systems in six countries: the U.S., Denmark, France, Great Britain, the U.S.S.R. and India. The author suggests that certain solutions to problems in one country may be helpful in other countries, but warns that such solutions must be considered in their cultural and social context.

461 LEWIS, W.A. "Education and Economic Development"
Annex IV pp 71-79 Final Report of the UNESCO Conference of African States on the Development of Education in Africa - Addis Ababa 1961 Paris 1961 130 pp

This paper is addressed to the question of how much education, and of what kinds, does a community need for development purposes? In his discussion of the concept and measurement of absorptive capacity the author develops a formula for calculation of the population needed in secondary schools which he regards as a function of the level of investment. He also draws attention to the different attitudes toward time and precision and the greater discipline which urban, industrial life demands when compared to rural life. Although much thought has been given to adapting school curricula to technical needs, much less has been given to producing attitudes required by industrial life.

462 MARSHALL, M.W. "Calcutta and the Meeting of East and West - The Dilemma of Cultural Allegiance" J. of Higher Education Vol 32, No 4 (Apr 1961) 7 pp

The author's account of her experience at the University of Calcutta while on a Fulbright. Through illustrations of her experiences she vividly shows the allegiance to traditional Indian philosophy and to Western technology. A sensitive interpretation of the nuances of feeling and conflict that sometimes occur when both cultural heritages are brought together. Latter part of the article also describes Jadawpur University.

463 MILLER, Richard I. "Framework for Education in Newly Emerging Nations" School and Society Vol 89, No 2199 (Nov 18, 1961) pp 399-401

The author argues that newly emerging countries should "avoid Western stereotypes concerning what constitutes good education." He proposes building a curriculum around six themes: citizenship, health improvement, vocational competency, industrial and commercial development, and adult education.

464 MORRIS, Van Cleve Philosophy and the American School Houghton Mifflin Co. Boston 1961 492 pp

A comparative account of five major philosophical "schools" dominant in current education and examination of implications of each in educational policies and practices. Comparisons in the domains of "reality", "truth" and "good" are basic for each school of philosophy. Idealism, Realism, Neo-Thomism, Experimentalism, and Existentialism. Morris' theme is not so much slanted toward any particular school of philosophy as toward the necessity of understanding philosophical implications of available alternatives and seeking individual consistency in practice. Includes chapter bibliographies.

465 PHENIX, Philip H. Education and the Common Good Harper & Bros New York 1962 288 pp $4

Taking issue with educational critics who argue that more money, more complete school systems, and grand architectural and curriculum changes can solve our problems, the author calls for a reformulation through the schools of our basic value commitments from a "democracy of desire" (selfish individualism) to a "democracy of worth" (self and societal dedication to the objectively good, excellent and beautiful).

466 ROCKEFELLER BROS. FUND, INC. The Pursuit of Excellence Education & the Future of America America at Mid-Century Series Panel Report V of the Special Studies Project 1958 Double-Day New York 50 pp

The Special Studies Project is an attempt to assess the major problems and opportunities which are likely to confront the U.S.A. over the next ten to fifteen years. "Much of our present day social achievement is manifested by group effort. But while the strength of cooperative effort is impressive, there is a danger that we may misunderstand the true source of that strength. The danger is that we may forget the individual behind a façade of impersonal institutions. Society as a whole must come to the aid of the individual -- finding ways to identify him as a unique person, and to place him alongside his fellow men in ways which will not inhibit or destroy his individuality. By its educational system, its public and private institutional practices, perhaps most importantly, by its attitude toward the creative person, a free society can actively insure its own constant invigoration."

467 THELEN, Herbert A. Education and the Human Quest Harper Bros New York 1960 220 pp

The author views our schools as obsolescent in the light of present knowledge. He proposes a non-technical formulation of education as an applied branch of the social sciences overlapping and drawing from various branches. He gives interpretations and practical implications of this viewpoint setting up models in terms of "quests" for: (1) self-integration; (2) group investigation; (3) self-reflective action and (4) skill development concluding with a theoretical school.

468 UNIV. OF LONDON INST. OF EDUCATION and COLUMBIA UNIV. TEACHERS COLLEGE Yearbook of Education - 1957 Education and Philosophy by G.F. Bereday and J.A. Lauwerys (eds.) Evans Bros London 1957 578 pp

A collection of forty-three essays from a world sample of educators and philosophers dealing with men's efforts to achieve a balance between theory and practice in education. Section I summarizes the "great traditions" of European, American and Asian-African thought. Sections II, III, and IV are concerned with determinants of policy, national systems and historical development of systems. Section V reviews recent major experimental trends. Section VI examines the place of philosophy in teachers' education in several countries.

469 WHITEHEAD, Alfred N. The Aims of Education and other Essays Macmillan New York 1929 170 pp

One of the classics in the philosophy of education - its general topic is "education on its intellectual side." The main idea is briefly stated: "The students are alive, and the purpose of education is to stimulate and guide their self-development. It follows as a corollary from this premise, that the teachers also should be alive with living thoughts." The whole book is a protest against dead knowledge, that is to say, against inert ideas ... "In the conditions of modern life the rule is absolute, the race which does not value trained intelligence is doomed ... When one considers in its length and in its breadth the importance of this question of the education of a nation's young, the broken lives, the defeated hopes, the national failures, which result from the frivolous inertia with which it is treated, it is difficult to restrain within oneself a savage rage." Some additional titles of chapters are: The Rhythm of Education; Technical Education and its Relation to Science and to Literature; the Place of Classics in Education; and Universities and their Functions.

470 WOLFLE, Dael "Diversity of Talent" The American Psychologist Vol 15, No 8 (Aug 1960) pp 535-45

An exposition of the first principles of a strategy of talent development, one that provides a unifying rationale for our efforts to improve the construction and interpretation of tests, and the counseling, guidance and education of talented young minds. The strategy is one of increasing the diversity of talent, in an individual, within an occupation, and in society because the conclusion is inescapable that maximum diversity results in maximum social values.

As to how far we should go in promoting diversity, the answer is that we should go as far as we can. The greater the ability with which we are dealing, the greater is the amount of idiosyncrasy we can tolerate.

471 YOUNG, Michael The Rise of the Meritocracy 1870-2033 an Essay on Education and Equality Thames & Hudson London 1958 160 pp $3.50

This book is a satire written from the point in time of the future. It attempts to project to the year 2033 current trends in education, utilization of talent, educational and psychological measurement, social and economic structure, and politics. The result is an indictment of the present state of affairs, and an argument for a non-classified society in which both social and economic rewards are given neither for position in a class, nor on the basis of intelligence and ability. It offers no clear program of action, but rather points out problems which require attention lest they get out of hand.

PRIORITIES DETERMINING EDUCATION "MIX"

See also Entries 22,29,39,60,150,357,555,834,855,943.

472 BOULDING, Kenneth "Speech on Misallocated Intellectual Resources American Philosophical Society" Science and Technology No 14 (Feb 1963) p 101

"Even the most cursory inspection of the allocation of intellectual resources ... suggests that we are suffering from a massive misallocation of current intellectual resources ... The problem may be summed up by saying that whereas our major problems lie in the field of social systems, our major intellectual resource is still being devoted towards physical and biological systems ... The image of the world held by the mass of the people is now unrealistic to the point where this constitutes a grave danger ... The basic difficulty seems to be that whereas in the area of physical and biological systems we have accepted long ago the inadequacy of folk knowledge and the necessity of scientific knowledge, in the field of social systems we have not yet reached this point ... A major intellectual effort in the field of social systems ... is necessary if our trust in (folk) wisdom in the face of a lack of knowledge is not going to betray us."

473 GRUBER, Ruth (ed.) Science and the New Nations Proceedings of the International Conference on Science in the Advancement of New States at Rehoveth, Israel Aug 1960 Basic Books New York 1961 314 pp $6.50

This volume reports discussions which ranged over a wide variety of problems of new states: energy, education, economics, food, natural resources, water, health. Education gets frequent attention, especially as to whether new states with limited resources should attempt to develop "basic science" or should concentrate on training technicians to utilize existing knowledge.

474 LEWIS, W. Arthur "Consensus and Discussions on Economic Growth: Concluding Remarks to a Conference" Econ. Dev. & Cultural Change Vol VI, no 1 (Oct 1957) pp 75-80

In the summary of a conference on economic development convened by the Conference for Cultural Freedom in Tokyo in 1957, the author outlines the scope of disagreement evident concerning the role of education. He notes that there was general agreement concerning the need for spending on technical schools, agricultural extension, and universities. However, controversy exists concerning the extent of emphasis appropriate for elementary education (how soon should universal education be achieved?); and concerning what share of national income should be spent on education.(India spends under one percent; Ghana spends over three percent). Lewis observes that "we do not know the economic effects of education", although he notes that countries where growth is most rapid have all accorded priority to education: e.g., Japan.

475 LEWIS, W. Arthur "Education - letter from Accra, Ghana" The Economist Jan 10, 1959 p 118

This letter holds secondary education to be one of the keys to economic development and in four paragraphs develops a handy rule of thumb for planning the educational development of a backward country. "It seems to me that the right way for education to advance in Africa -- where in most territories 20% or less of children are in school -- is to aim first to raise primary education to 50% and secondary education to 4% in the first five year programme; and then to move to 100% primary education and 10% secondary education over the next ten years, by which time our absorptive capacity will, we hope, be very much greater."

476 LEWIS, W. Arthur "Priorities for Educational Expansion" (Chap II) pp 35-50 The Challenge of Aid to Newly Developing Countries (Vol III) Policy Conference on Economic Growth and Investment in Education - Washington, D.C. Oct 16-20, 1961 Org. for Economic Cooperation & Dev. Paris 1961 97 pp

A discussion of the nature and limits of "investment education" - that which increases productive capacity. The blend of education determines its effectiveness in contributing to economic development: primary vs. secondary vs. higher; general vs. vocational; humanities vs. sciences; institutional vs. in-service training. The dilemma is the great need for education vs. inability of poor countries to pay for or absorb larger number of educated people without painful social adjustments fraught with political dangers. Circumstances having a bearing on educational absorption rates are reviewed -- at all levels. Poorer countries tend to over-emphasize primary education, and under-emphasize secondary education -- which is the more direct function of the level of economic development. "If good grammar schools are provided for 10% of all children entering primary school, this will just about meet both parental demand and also absorptive capacity" in most of the poorer countries. Problems discussed include: the high cost of school facilities; vocational, agricultural, and sub-professional training; and need for "manpower surveys" -- all within an age-level framework. A neglected means of achieving a quick increase in productivity is adult education. The role of university education is examined, with emphasis on the unique problems encountered in developing new local institutions in poor countries. Age cohort school requirements for various age group levels within a specific framework of economic development are estimated in several instances by means of a formula. This work also appears under the title "Education and Economic Development" in Social & Economic Studies Vol 10, No 2 (June 1961) pp 113-27.

477 PARIKH, G.D. General Education and Indian Universities
Asia Publishing House New York 1960 204 pp $3.25

A lucid discussion of the value of general education not merely as a corrective to over-specialisation but its intrinsic usefulness in the educational process. Prof. Parikh, who is Rector of Bombay University, feels that in the absence of a background of broad understanding, the specialist ceases to be meaningful and purposive beyond very narrow limits. And it is this background of broad understanding that general education provides. The author stresses the idea that in inculcating the habits of free thinking and constructive participation, general education becomes education for democracy.

478 PLATT, William J. Toward Strategies of Education
International Industrial Development Center Stanford
Research Inst. Menlo Park, Calif. 1961 37 pp $3

A research economist advocates high priority for international aid to education in underdeveloped countries. He outlines a step-by-step process for educational programs to meet manpower requirements of economic development and gives specific attention to time requirements, especially to the lead time necessary for certain types of training. Vocational training and re-training are emphasized, as is the necessity for teacher training, a need the author compares to the creation of producer's goods in industry.

479 UNITED NATIONS Dept. of Econ. Affairs Measures for the Economic Development of Underdeveloped Countries Report by a group of experts, Sales No 1951 II.B.2 New York 1951 108 pp

After a discussion (Chap 5) of the steps required so that new technologies may be absorbed by the peoples of underdeveloped areas, the report discusses priorities in educational investment: (1) agricultural extension services, (2) university-trained administrators and specialists capable of framing and executing development programs, (3) training of skilled workers. "It is sufficient to record here the opinion that most development programmes accord too low a priority to investment in human beings, and provide correspondingly for relatively too high a priority to investment in material capital."

480 VAIZEY, John "Some of the Main Issues in the Strategy of Education Supply" (Chap 3) pp 51-70 The Challenge of Aid to Newly Developing Countries (Vol III) Policy Conference on Economic Growth and Investment in Education Washington, D.C. Oct 16-20, 1961 Org. for Economic Cooperation & Dev. Paris 1961 97 pp

The author cites the experience of the Gosplan in achieving increased productivity of workers in the U.S.S.R. through education: those having primary education were 1½ times more productive than illiterate workers; those having secondary education were twice, and graduates four times as productive. School system expansion costs were covered in this case by increased productivity within the ten-year period of the plan. Characteristics typical of underdeveloped countries are cited -- six economic, and nine pertaining to education. If education is closely related to the needs of the country for growth, it is "probably one of the easiest forms of development which can be undertaken by a poor country." Problems of adjusting educational output to needs are discussed, with examples. Some dilemmas posed by conflicting development policies are examined: e.g., political considerations favor emphasizing primary education first, but economic development will proceed more rapidly if secondary education is given prior attention. Similar conflicts exist between regional imbalances in education (as in Pakistan) and between urban and rural education. Practical means are indicated for coping with these dilemmas. Other educational topics examined include technical, private, and women's education; "wastage" due to high student drop-outs; the heavy burden imposed by high-level specialization (e.g., nuclear physics); student subsidies, teacher training, salaries and fringe benefits; and education costs and inefficiencies. Finally several types of foreign aid are assessed: planning assistance, loaning of teachers, training of selected students in advanced countries, and printing of books in the vernacular.

481 WARD, W.E.F. Educating Young Nations George Allen & Unwin London 1959 192 pp

An excellent discussion of some of the problems of education in emerging states by a former British education officer and editor of Overseas Education. Mr. Ward touches on the special problems of education in colonies, and on the transition to education for self-government. He pleads the case for a balanced though limited educational system in a poor country against the temptation of universal primary education with no superstructure to maintain it. Other chapters concern the problem of poverty, cultural transplantation (especially as concerns the African), curriculum, language problems, technical education and the education of women. A final chapter on "special problems" deals with setting uniform standards and examinations, and with education in a multi-racial society, taking Kenya as an example.

6. GENERAL EDUCATION

See also Entries 135,420,437,1115,1033.

482 Bulletin of the International Bureau of Education I B E Geneva published quarterly

Each issue is divided into four sections: 1) "Activity of the International Bureau of Education" which describes the routine business of IBE; 2) "Research in Comparative Education" stresses information of the subject to which the IBE annual report for the current year is devoted; 3) "Bulletin News" includes highlights of educational activities and programs in member countries, including new approaches to teaching; 4) "Bulletin: Bibliography" contains annotations of books published in member countries on almost all phases of education from literacy programs to university instruction and from curricular planning to administration. This publication is most valuable if used in conjunction with the annual report of IBE for the same year as the Bulletin.

483 Education Abstracts "Selected Educational Periodicals" Vol 10, No 10 (Dec 1958) 28 pp

Contains annotations of selected educational periodicals. Of note are "Bulletin of the International Bureau of Education", "Fundamental and Adult Education", "International Review of Education", "Community Development Bulletin", "Overseas Education" and "Comparative Education Review."

484 GOOD, C.V. (ed.) Dictionary of Education Phi Delta Kappan McGraw-Hill New York 1959 676 pp

Contains approximately 25,000 words and meanings employed in education and related fields. In addition to the section containing such general terms are special sections giving definitions of "professional education" terms used in Germany, England, Canada, France and Italy with reference to corresponding U.S. terms.

485 IBE Annual Education Bibliography of the International Bureau of Education Geneva 1943-61 about 150 pp each (paper)

An annotated bibliography of educational publications incorporated into the International Education Library at Geneva which is essentially international and comparative in scope. The bibliography has been published annually since 1934, except for the war years. Separate references are identified by nation. Approximately a dozen general categories of educational practice and theory are used to group the references; i.e., School Organization, Teacher Training, Adult Education, Education by Age and Sex, Education of the Personality, etc. Each volume is indexed and separate offprint sheets of any portion are available.

486 IBE - UNESCO International Conference on Public Education Annual Report of Conference Paris 200-300 pp (paper)

Each of the International Bureau of Education studies reported in these annual publications has been in the nature of data gathering for action by the above Conference. Debate and recommendations of the Conference are reported verbatim in separate annual publications. The interested reader may find reports of such action following surveys in the Annual Report for the year of or the year following date of publication of the survey.

487 IBE - UNESCO International Yearbook of Education Geneva 450-500 pp (paper)

Reviews main characteristics and trends in the field of education annually since 1946, based on reports sent by ministries (currently 64) of education. Includes lists of leading officials in the ministries and statistics of national education. Deals with administration, free compulsory education, primary, secondary, vocational, higher education and technical training programs in the several countries. Volume 22 was published in 1960.

488 Paedagogica Historica, International Journal of the History of Education Center for the Study of the History of Education 2 Blandijnberg, Ghent, Belgium irregular 186 pp

A journal dedicated to composing a universal history of education with the cooperation of experts from the whole world. Includes articles touching on the growth of education in certain underdeveloped countries and teacher training.

489 Review of Educational Research "The Philosophical and Social Framework of Education" Vol 31, No 1 (Feb 1961) 110 pp

Reviews the literature for the 3-year period since Volume 28, No 1, Feb. 1958. Covers history, philosophy and sociology of education, comparative education, anthropology and education, socialization processes and education, and educational and social policy.

490 UNESCO Basic Facts and Figures / Faits et Chiffres International Statistics Relating to Education, Culture, and Mass Communication Paris 1961 182 pp $3 10,50NF

Gathered from official reports and publications, and from replies to UNESCO questionnaires and special surveys, supplemented by information available to the Secretariat from other national and international sources. Published annually since 1952, statistics cover: Education at all levels, Libraries and museums, Book production, Newspapers and other periodicals, Paper consumption, Film, Radio broadcasting and Television.

491 UNESCO Current Official Publications Containing Statistics Relating to Education ST/R/21 Paris Oct 13, 1961

Based upon information available as of June 1961, this list contains only those titles of current official publications containing statistics relating to education, which are believed to be published at regular or irregular intervals. Non-official publications are generally excluded, as are one-time publications which appear not to be regularly brought up to date.

As the purpose of this list is to provide ready reference to sources of country-wide statistics relating to education, it does not include official publications of provincial or local authorities, nor those of national authorities which are concerned only with parts of the country. Among the entries for each country, publications dealing specifically or exclusively with education are listed first, followed by those of more general nature (such as statistical yearbooks and bulletins) which deal with education among other fields of official statistics.

492 UNESCO Manual of Education Statistics Paris 1961 241 pp

"While national statistics relating to education are needed in the first place for internal purposes, it is becoming more and more clear that they are also useful for purposes connected with international programmes of mutual assistance and economic development ... The present manual has been prepared by the Secretariat of UNESCO in response to the wishes of the Special Intergovernmental Committee on the International Standardization of Educational Statistics, which met in Paris 23 June - 4 July 1958, and formulated the draft recommendation on the standardization of educational statistics later adopted by the General Conference. It is intended to explain the various suggestions concerning definitions classifications, and tabulations of educational statistics ... It is addrssed to government officials responsible for the collection and compilation of educational statistics in their countries, in order to elicit their views regarding the usefulness and practical applicability of these suggestions."

493 UNESCO World Survey of Education Handbook of Educational Organization & Statistics Vol I - School Organizations Vol II - Primary Education Vol III - Secondary Education Paris about 1400 pp each

A series of comprehensive references containing accounts of all educational systems in the world at three-year intervals. The unit is the "national school system" involving some 200 countries and territories with separate chapters for each arranged alphabetically. Every part of the world which has a distinct school system is represented in the volumes, each national system being self-contained and with a uniform pattern of both descriptive and statistic material. Arbitrary, but reasonable, decisions have been made to achieve maximum terminological uniformity. The series supplements rather than duplicates the International Yearbook of Education. The greatest problem faced in production of these volumes has been comparability of statistical data. UNESCO's staff has made some unique innovations in efforts to overcome this problem, in some cases creating superb graph and tabular forms for presentation of complex information. Volume I contains descriptive and statistical information for all aspects from kindergarten through the university: number of schools, pupils enrolled, teachers, age-sex distribution of pupils, enrollment in higher education, and public expenditures on education. Diagrams for school structure and a short glossary of terms are included. Volume II is more specifically devoted to primary schools but has sufficient data to indicate the context within which the primary systems are situated. Volume III similarly presents data on secondary systems within the context of educational systems as wholes, each succeeding volume bringing total statistics up to date. In the second and third volumes are general sections dealing with "trends and problems" on regional and world-wide scopes. A fourth volume to be issued in 1964 will follow the same plan and focus on higher education. The over-all plan is to provide a continuous record of the "movement of education."

494 UNESCO & THE EDUCATIONAL PRESS ASSOCIATION OF AMERICA An International List of Education Periodicals Paris 1957 200 pp $2.50

A bibliography of education periodicals, consisting of two parts: Part I lists 2,000 periodicals from 78 countries and territories including an international listing. The second section (Part II) lists about 1500 U.S. educational publications.

495 US DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ. Bibliography: 1957 Publications in Comparative and International Education Gov't Printing Off. Washington, D.C. 111 pp (paper)

Published annually since 1956, this document annotates worldwide publications relating to education under the headings of General Publications and Publications Relating to Specific Areas and Countries, these two headings being separated into sections; e.g., "technical assistance and cooperation."

496 UNIV. OF LONDON INST. OF EDUCATION and COLUMBIA UNIV. TEACHERS COLLEGE Yearbook of Education Evans Bros London annual publication

Originally a British publication, since 1953 the Yearbook has been published by a joint board of editors. From a loose collection of essays on broad educational themes, it has evolved into perhaps the most representative publication in the comparative education field. In 1956 the "theme" became the title. This and subsequent editions have borne these titles as well as the "Yearbook" designation. Editorial policy has been consistent and highly selective: (1) Editors select contributors from their own wide knowledge of the field who write from within their own country. (2) Contributions are published without modification. (3) Conflicting viewpoints are encouraged and authors assume responsibility for their own expressed views. (4) Case studies are included in each issue. No other single source presents such an adequate sampling of world-wide trends in education or as broad a coverage of critical pertinent issues.

ADMINISTRATION AND CURRICULUM

See also Entries 142,406,709,941,947,1082,1091,1092,1102.

497 BOARD, Beryl (ed.) The Effect of Technological Progress on Education A Classified Bibliography from British Sources 1945-1957 Institution of Production Engineers London 1959 141 pp 14s.6d.

Annotated references are arranged under six major headings: Technical Education and Training, Organization of Technical Education (Curriculum, Methods, Institutions), Pre-school and Elementary or Primary Education, Intermediate, Secondary Education, Industrial Training, and Higher Technological Education.

498 Education Abstracts "Inspection and Supervision of Schools" Vol 8, No 5 (May 1956) 26 pp

Abstracts of present practices, and changes taking place in those practices, in the organization of school inspection and supervision in selected countries.

499 Education Abstracts "The Teaching of Mathematics" Vol 11, No 9 (Nov 1959) 20 pp

A discussion of aims assigned to mathematics teaching as adopted by the International Bureau of Education is followed by a bibliography of full-length books on the subject, emphasizing those dealing with teaching methods and covering 1950-59.

500 Education Abstracts "Textbooks and International Understanding" Vol 11, No 4-5 (Apr-May 1959) 26 pp

Survey of literature on the relation between textbooks and improved teaching for international understanding. Centered on the steps that have been taken in revising textbooks to emphasize to elementary school children the understanding of similarities and differences among peoples.

501 HALPIN, A. (ed.) Administrative Theory in Education Univ. Council for Educational Admin. and Midwest Admin. Center of Chicago Chicago 1958 188 pp (paper)

Eight chapters by different authors exploring theoretical dimensions of educational administration applicable to all educational systems. See especially Chapter III; T. Parsons, "Some Ingredients of a General Theory of Organization," and Chapter VII; J. Getzels, "Administration as a Social Process." An operative theory of administration must include definitions of role expectancies, personality functions, social and physical environment and some notions of contracted obligations on both personal and organisational levels. Administrative theory provides sets of variables which are partly deterministic of entire educational systems.

502 HUSEN, Torsten and Urban DAHLLOF Mathematics & Communications Skills in School & Society Intl Library Comm. for Econ. Dev. New York 1960 33 pp $1

An empirical approach to the problem of curriculum content based upon the importance of the schools to the business community. Mathematics instruction is compared against qualitative communications skills in terms of successful employment and individual social welfare.

503 MAYER, M. The Schools Harper & Bros New York 1961 446 pp

A reporter's extensive analysis of education at the classroom level, this book treats some major issues in American education with realism and insight and compares them to selected situations in various European countries. Readably and accurately describes theoretical and practical aspects of learning, IQ, cultural bases of education as well as the content of school curricula. Concludes that schools have improved significantly and require further improvement badly but that such improvement will be both slow and difficult.

504 OLSON, Clara M. and N. D. FLETCHER Learn and Live Alfred P. Sloan Foundation New York 1946 101 pp

This book gives some of the results of three experiments aimed at answering the question: Is it possible for schools in backward areas to help raise the standard of living? "Specifically, the (overall) experiment was designed : first, to discover whether school instruction in methods of improving personal and family economic conditions will actually raise the level of living in the community and, second, to measure quantitively the extent of such change, if any." The three parts of the experiment - limited to rural communities - concerned food, housing and clothing. The Amer. Assn. of Teachers Colleges assisted by "developing techniques of teaching directed toward improving living." Two years later the AATC "began an intensive study of ways of educating teachers to attack life problems in a community... The immediate purposes of the study were to extend, diffuse, and implement the idea that it is possible to raise the economic standard of living in a community merely by changing the curriculum content offered by a school and the methods of presenting it."

505 SEAY, M. F. and H. F. CLARK "The School Curriculum and Economic Improvement A Progress Report of the First Year of an Experiment in Applied Economics Bul. of the Bureau of School Service (College of Education, Univ. of Kentucky) Vol XIII, No 1 (Sept 1940) 121 pp

"This experiment in applied economics (which was begun in 1939 in selected areas of rural Kentucky) assumed that any program designed to enrich the lives of rural people could best be based on an educational approach; that rural schools could be improved by focusing the program upon one or more vital needs of the community; and that providing information in this way (would) improve the economic condition of the families in the community. To this end the experiment attempted to change the dietary practices of these communities by directing the emphasis in instruction .... to problems in this field and provided suitable teaching materials for the schools. Techniques for measuring the progress of the experiment were developed and applied." There was no effort made to expand or improve the facilities of the experimental schools except with regard to instructional materials which were geared to the needs and environment of the pupils and their families. It was an on-going study and the experiences of the first year were considered to be merely exploratory.

506 UNESCO The Organisation of the School Year - A Comparative Study Education Studies and Documents No 43
Paris 1962 113 pp $1.50

Results of a survey of various types and levels of education with regard to (1) duration of school year, (2) number of school days and holidays per week, (3) number of hours of teaching per day or per week for each grade, (4) duration of a lesson, (5) number and duration of recreation periods between lessons, (6) beginning and end of school semesters or terms, (7) annual holidays or vacations. A general summary is given in the front followed by information on specific countries.

507 UNESCO - ILO Child Labour in Relation to Compulsory Education UNESCO Studies on Compulsory Education
Paris 1951 102 pp

Report of the International Labor Organisation on the relation of child labor laws and compulsory schooling in various countries. Identifies problems arising from lack of correlation such as premature child labor and lack of adequate educational opportunity. Contends that loopholes in laws are inevitable so long as poverty and other social problems of broader nature are not reduced.

508 US DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ.
Ministries of Education: Their Functions and Organization
Cat. No. FS 5.214:14064 Gov't Printing Off. Washington, D.C. 1962 684 pp $2.50

Based on official materials supplied by 69 governments, this volume focuses on the public administration of education at the national level of governments. The main body of the bulletin consists of two parts: Part I, a Multinational Comparative Analysis, presents comparative data on functions and organization of the Ministries, together with brief study findings. Part II contains National Sections, each of which summarizes official materials on a country by country basis. Some background data concerning Government setting in which educational administration functions; official bodies concerned with education; organization; authority, responsibility and functions; and administration are presented in the National Sections.

509 US INDIAN SERVICE Minimum Essential Goals for Indian Schools Manuals for beginners to level 12 Lawrence, Kansas 1953 40-60 pp each (paper)

Minimum Essential Goals: Special 5-year Adolescent Navajo Program Phoenix, Arizona 1952 68 pp (paper)

Minimum Essential Goals for Living in Indian Schools Lawrence, Kansas 1952 57 pp (paper)

Explicit syllabi for teachers -- intended as minimum, not prescriptive -- which were developed particularly to make possible evaluation based on actual school procedures. Check lists for teacher and student self-evaluation in manuals. Manuals generally dull and over-itemized, but represent one of the few attempts to base evaluation upon total learning and social awareness of both teachers and students in cross-cultural situations.

TEACHER TRAINING

See also Entries 550,664,783,923,924,1029,1058,1078.

510 Education Abstracts "The Training of Fundamental Educators" Vol 7, No 8 (Oct 1955) 30 pp (paper)

Reviews general publications related to the problem of training fundamental educators and describes the work of the large UNESCO regional centers in Mexico and Egypt. The final and largest section is devoted to short descriptions of existing training programs around the world.

511 EISELEY, Loren The Mind as Nature Harper & Row New York 1962 60 pp $2.75

This book expresses the author's conviction that the mind of man reflects and parallels the creativity of the natural universe -- that genius is a manifestation of the same mysterious force that brings out of the unguessable fields of night the particles of energy which, in combination, form both galaxies and the living matter which haunts them. His book explores the teacher's role in relation to the dissemination of new ideas in society, as well as the educator's function as a stabilizer and protector of custom. Dr. Eiseley strives to make clear the importance of the teacher both as a protector of societal institutions and as the selector and proponent of change. In a dynamic changing society like our own, these roles are frequently contradictory. The educator, as Dr. Eiseley observes, sometimes finds himself, whether consciously or not, playing the part of a psychological Censor in the individual mind, or a role analogous to the living biological screen in nature which may repress or admit into existence a newly evolved creature. As the author remarks, "the teacher stands as interpreter and disseminator of the cultural mutations introduced by the individual genius into society."

512 Ethiopia Observer (Addis Ababa) "Debra Berhan Community School" Vol 1, No 7 (June 1957) pp 232-235

Description of a training center which prepares teachers to serve in community schools in Ethiopia. Stress is placed on also training the wives of the future teachers to prevent divisions in the family arising from unbalanced educational attainment. Includes an outline of the curriculum offered by the school.

513 GAGG, J.C. Modern Teaching in African Schools Evans Bros. London 1960 192 pp

A "common sense" discussion of teaching methodology aimed at the moderately (or poorly) trained, non-urban teacher in African elementary schools. It assumes less than optimal facilities but asserts that effective education can take place if the teacher possesses the specific concepts outlined by subject area in this book.

514 GREEN, James W. "Success and Failure in Technical Assistance" Human Organization Vol 20, No 1 (Spring 1961) pp 2-10

This analysis of the methods of Village AID training institutes in Pakistan reveals that village workers were nearly all deficient in most of the basic manual and human-relations skills recognized by the workers themselves as essential for long-term effectiveness. Teaching techniques need to be radically changed from the usual lectures to a functional course including both manipulative and human-relations skills. A new system was put into practice and the successes and failures attendant on this attempt, their possible causes, and some unanticipated consequences are described.

515 HIGHET, Gilbert The Art of Teaching Alfred A. Knopf New York 1950 260 pp

"This is a book on the methods of teaching ... (one) of suggestions drawn from practice." The author believes that teaching is an art and not a science; his purpose has been to work out the principles by which a subject can be well taught. The book begins by considering the character and abilities which make a good professional teacher and then goes on to examine his methods. It examines the most powerful teachers of the past beginning with the Greeks up through the twentieth century and ends with the wide range of formal and informal teaching in our every-day life today.

516 IBE - UNESCO Primary Teacher Training Pub. No 117 1950 253 pp (paper) and Pub. No 149 1953 69 pp (paper) Paris

This is a survey of details of primary teacher training establishments in 66 countries considering conditions and age of admission, duration of studies, curricula, examinations, degrees, appointments and subsequent training. Important variables are found in the provision of secondary education only, as opposed to normal school or university, as a prerequisite for teaching; sex differences -- training offered men and women prospective teachers; amount of time, pedagogical and practical training. Continued in-service training for teachers is almost universal in varying forms and over half responding nations referred to critical shortages of primary teachers and "emergency" measures necessary to alleviate the shortage. Separate chapters for each country arranged alphabetically.

517 IBE - UNESCO Secondary Teacher Training Pub. No 155 Paris 1954 202 pp (paper)

A survey of academic and professional training for secondary school teachers in 58 nations (supplements Pub. No 117, Primary Teacher Training). The data tend to support a generalization that, compared to primary teacher training, secondary training involves more subject matter preparation and less pedagogical preparation. Separate chapters on each country are arranged alphabetically.

518 Intl Labour R. "Selection and Training of Vocational Guidance Personnel" Part I: Vol LXXVII, No 5 (May 1958) pp 469-80 and Part II: No 6 (June 1958) pp 564-80

This survey is based on replies to a questionnaire distributed by the ILO to organizations or persons with special knowledge of the subject in some 30 countries. The first part of the survey, "after briefly examining questions of terminology and the nature of the guidance process itself, gives examples of the selection criteria adopted in the various countries and of the specialized training provided for vocational guidance personnel. The second part .... looks shortly into the problems of recruitment and then makes a detailed examination of national experience with each of the different categories of vocational guidance personnel in turn -- namely, teachers, counselors, employment counselors, specialist officers for the handicapped and those engaged in psychological testing, and occupational information officers. The final selection summarizes the existing situation and draws certain tentative conclusions for the rational organization of guidance services."

519 LYNTON, Harriet R. and Rolf P. LYNTON Asican Cases - Teaching Cases from the Aloka Experience Vol 1
Aloka Center for Advanced Study & Training, World
Assembly of Youth Yelwal, Mysore, India 1960 158 pp

A series of case studies for training extension and community development personnel collected from an international group from ten countries, in four continents and a wide range of occupations. They are presented in five sections with a conceptual introduction to each section and instructors' notes for each case.

520 OAS Psicologia Aplicada a la Enseñanza Tecnica (Psychology Applied to Vocational Training) A Guide to Vocational Training Teachers No 100 1958

States that vocational education is held to be hamstrung in Latin America by the lack of teachers trained in the methods of vocational education. This handbook aims to provide the necessary pedagogical methodology for normal school courses in vocational education. Primarily psychological in orientation.

521 OECD Vocational Teacher Education and Certification by Walter B. Jones and Harry C. Thayer Problems of Development Series Paris 1962 79 pp

This report outlines a plan of teacher education and certification applied to the fields of vocational technical and vocational industrial education. The courses and certification procedures can be adapted readily to other specialities.

522 OECD Comm. for Scientific & Tech. Personnel The Supply, Recruitment, and Training of Science and Mathematics Teachers by J. Lauwerys Paris Jan 12, 1962 35 pp (mimeo)

Based upon a series of regional conferences, this report explores current dimensions of the growing gap between supply of and need for highly qualified teachers of mathematics and science. This gap could have been prevented and can be lessened by proper planning -- which has been largely absent in OECD countries, the author says, except for the Netherlands, France, and Sweden. Poorly trained, inefficient teachers not only penalize students, but represent economic waste. More dollars are paid these teachers per qualification level than regular qualified teachers. Hence, they represent excessively high cost teaching. Short form recommendations include systems of financial incentives to increase the flow of college students into scientific studies and to increase the status of current qualified teaching personnel.

523 RYANS, David G. Characteristics of Teachers - A Research Study Their Description, Comparison & Appraisal Amer. Council on Education Washington, D.C. 1960 416 pp

Those who are looking for a quick and easy method for selecting youngsters who will make good teachers, or who want a simple device for screening teachers at the point of employment of promotions, will not find the answer to their quest in this report. For, as the author vigorously stresses, the qualities of good teachers are not absolutes; they are, instead, interacting traits that vary in their merits, depending upon educational philosophy, pupil characteristics, course level and content, and other factors. "Dr. Ryans has succeeded, however, in identifying certain types of teacher traits that are significantly related to teacher success in a wide variety of situations, and he has developed pencil-and-paper inventories for experimemtal use in appraising those traits. He has paved the way for further validation studies that may well lead to improved selection, training and evaluative procedures for personnel in the teaching profession."

UNITED NATIONS Experiments in Training for Community Development ST/SOA/SER.O/27 New York 1957 85 pp

"This collection consists of descriptive accounts of training programmes for community development being carried out in parts of Asia, the Middle East and Africa. The material is presented under a few standard headings to facilitate a comparative study of content and methods of training. It illustrates the variations in detail that exist in training programmes even within a single country; it also shows the underlying unity in concepts and principles in training workers at different levels and in different parts of the world .... It is hoped that these accounts of field projects will provide a convenient starting point for discussion, will also serve to stimulate the supply of additional information about projects not included in the present list, and will be useful to persons and agencies engaged in training experiments for other workers in areas of similar need."

525 UNESCO The Education of Teachers in England, France and the U.S.A. by C.A. Richardson, H. Brule and H.E. Snyder Problems in Education, No 6 Paris 1953 340 pp

This volume examines three highly developed education systems which have developed characteristically different methods for training their teachers.

526 UNESCO The Training of Rural School Teachers by M.B. Lourenco, L.A. Creedy, E.A. Pires and I. Castillo Problems in Education No 7 Paris 1953 164 pp $1.25

Contains four national studies on rural teacher training for Ghana, Brazil, India, Mexico. Covers questions of how resources shall be allocated when the choice must be made between quality and quantity in education. "Of use to educators and administrators who are concerned with the place of rural teachers in the educational system and appropriate methods of training them. The studies are descriptive ..."

527 WORLD CONFEDERATION OF ORGAN. OF THE TEACHING PROFESSION Field Report on the Survey of the Status of the Teaching Profession in Africa by S.H.M. Jones Washington, D.C. 1962 148 pp (paper)

A report describing the levels of recruitment, the training, the material conditions, the conditions of service, and the professional organizations of teachers in English and French-speaking Africa. A factual account of the situation offered as a contribution to the study of two pressing problems of education in Africa; the recruitment and the retention of teachers.

PRIMARY EDUCATION

528 IBE - UNESCO The One Teacher School Pub. No 228 Paris 1961 256 pp (paper)

More than 11 million students in eighty percent of the 69 countries surveyed attend one-teacher schools. No relation is found between the existence of such schools and cultural or economic development of a country. Seventy percent of the schools so identified are considered "complete" in preparing students for vocational or secondary education and the general range of problems: i.e., class size, teacher procurement, curriculum content; found elsewhere in schools is similar in one-room schools. The majority of teachers have no special training or preparation for one-teacher schools. Both advantages and disadvantages of the one-teacher schools are examined in the comparative portion of this study. The overall world tendency is for such schools to decrease slightly in number, but certain specific countries show significant increases reflecting educational expansion to isolated or village areas.

529 IBE - UNESCO Organization of Pre-Primary Education Pub. No 230 Paris 1961 288 pp (paper)

"Pre-primary education" is defined as that "all-round functional education which will supplement that of the home" prior to the beginning of compulsory education and for the purpose of preparing children for school life. Among the 65 nations in this survey is found a growing awareness of need for pre-primary education but generally low priority of development in relation to compulsory educational needs. Methodological and theoretical similarities are observable where such education is offered. These indicate a relation to social characteristics of the population, particularly urbanization and technological growth which increases the number of women employed outside the home. Lack of funds and shortages of specialist teachers are critical problems. In this volume a 64-page "comparative study" is followed by separate chapters for each of the 65 respondent countries.

530 IBE - UNESCO Preparation and Issuing of the Primary School Curriculum Pub. No 194 Paris 1958 195 pp (paper)

A survey of the source, nature, and content of syllabuses for primary education in 73 countries. The initial comparative survey indicates by text and table that syllabuses are generally prepared and distributed by central authorities but wide latitude prevails in their degree of compulsiveness and teachers' opinions often are reflected in their operation. 352 named subjects are categorized into 9 groups in order to determine proportionate time allotments which are reported individually by country and in total terms with means, standard deviations, and ranges. The final section gives further details for each country in alphabetical order.

531 IBE - UNESCO Primary School Textbooks Pub. No 204 Paris 1959 245 pp (paper)

Half the annual book publication in the world each year is textbooks. This survey seeks to determine who compiles these books, who selects them, and how they are used in 69 countries. After a comparative overview in the first section, responses from individual countries are arranged alphabetically. In about two thirds of the countries, texts are privately written on the author's initiative; in most of the remainder, authorities decide and appoint special writers or committees. Many countries permit or encourage inspectors or directors to write textbooks for schools they supervise. Comparative tables illustrate selection procedures, physical aspects of books, replacement, linguistic and content variables in international practices.

532 UNESCO The Needs of Asia in Primary Education Educational Studies and Documents No 41 New York 1961 60 pp $1

A plan for the provision of universal, compulsory and free primary education in Asia which shows the goals to be obtained, proposes a timetable, and sets forth the personnel, material, and financial requirements. Includes population estimates of fifteen countries, 1960-1980, and estimates of number of children to be educated. Contains detailed proposals for initiating and stimulating action at the regional, national, and international levels. A useful reference source for educators, government officials, and international agencies operating in the area.

533 UNESCO World Survey of Education Vol II Primary Education Paris 1959 1387 pp

Deals with primary education in 197 countries and territories. The survey aims to provide a general world picture of primary education and a brief but detailed description of such education in each country. For each national system, developmental facts since about 1900 are traced and present administrative organization, financing, new trends and specific problems are described. A glossary of educational terms in 28 languages and over 600 statistical tables and diagrams relative to the text are included.

534 US DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ. Science Equipment and Materials for Elementary Schools Cat. No. FS 5.229:29029 Gov't Printing Off. Washington, D.C. 1961 66 pp 30¢

Intended mainly to help the neophyte interested in the basics of elementary science teaching. Offers general guidelines concerning the relationship of equipment to the various elements of the instructional program. Keyed particularly to the needs of the elementary school supervisor, principal, or others responsible for school policies.

SECONDARY EDUCATION

535 IBE - UNESCO Preparation of General Secondary Curricula Pub. No 216 Paris 1960 330 pp (paper)

A survey of the sources and nature of syllabuses for secondary education, and the position of various subjects in the curriculum (subjects broken down into 9 broad categories - see p 84). Three-fourths of the nations provide "compulsory" syllabuses, 80% of these identical for entire country except for male-female differentiation. Nearly all are drawn up by central administrative authority, issued on the national level and geared to higher education demands. About 50% indicate coordinated articulation between elementary and secondary levels. Comparative tables show weekly allocations of time by hours to various countries as well as minimum-maximum ages of attendance, the division of secondary education into levels or stages, examination systems, types of leaving certificates, and formal statements of the aims of secondary education where these exist.

536 OAS Dept of Cultural Affairs, Div. of Educ. Estado Actual de la Educación Secundaria en América Latina Washington, D.C. 1957 206 pp (paper)

Contains the recommendations of an Inter-American meeting on secondary education, including the creation of a permanent planning body to suggest texts, materials, and programs based on the latest scientific knowledge in education and the cultural aspirations of the several American nations. Contains many charts and statistical data. One chart breaks down secondary subject matter by nation and hours at various levels of secondary education.

537 UNESCO A Survey of Post-Primary Education in Non-Self-Governing Territories 1958-1960 Paris 1962

A bibliography of recent official documents relating to current educational systems, projects and proposals in 63 trust territories, colonies and dependent areas. The documents consist primarily of annual reports from governors or educational departments, summaries and statistics plus a few reports of conferences and special local projects.

538 UNESCO World Trends in Secondary Education A Reprinted Summary of World Survey of Education, Vol III: Secondary Education Paris 1962 159 pp (paper)

Here the "international" chapters of the parent publication are reprinted as a separate study of dominant world educational trends in recent years, examining particularly such things as organization of secondary courses, articulation of primary and secondary systems, curriculum and population patterns. A minimum of illustrative statistical tables include some excellent multiple data population graphs. The publication is not indexed but includes a comprehensive listing of secondary education periodicals alphabetically by country of publication.

HIGHER EDUCATION

See also Entries 97,151,455,562,1037,1095,1096,1105,1113,1118,1141.

539 HUTCHINS, R.M. The Higher Learning in America Yale Univ. Press New Haven 1948 119 pp

One of the first, and most erudite, post World War II critics of "modern" education in the United States, Hutchins considers mass education and intellectual deterioration almost synonymous. Intellectual discipline via classical liberal education for a frankly identified and nurtured intellectual elite is the essential requirement of an educated citizenry and a healthy nation.

540 LEWIS, L.G. "Higher Education in Ghana" Inst. of International Education News B. Vol 33, No 1 (Sept 1957) 6 pp

A condensed account of the historical development of higher education in Ghana. Attracts attention to some of the particular problems facing higher education institutions in newly-developing countries: need for new formulas, difficulty in preserving high standards, government and public support, etc.

541 MACY, John W. Jr. "University-Federal Cooperation in Career Development" Higher Education Vol XVIII, No 4 (Jan-Feb 1962) pp 3-6

A listing of the recommendations reached at a conference dealing with the above subject: the government should define better its career development needs; universities should provide more interdisciplinary programs; government should strengthen its training programs; government should be more careful in selecting persons for advanced education; and both should maintain closer liaison on education for Federal careers.

542 McCONNELL, T.R. A General Pattern for American Public Higher Education McGraw-Hill New York 1962 198 pp $4.95

This volume explores the implications for the pattern of American public higher education of the studies pursued by the Univ. of California Center for the Study of Higher Education which concentrates on (1) the student body of American higher education, with emphasis on diversity of student characteristics -- among and within colleges and universities -- in general scholastic aptitude, attitudes, values, and intellectual dispositions or styles; (2) the junior college as a great sorting-out and distributive agency as well as a means of widening educational opportunity and of absorbing much of the shock of the impending deluge of students; and (3) the statewide coordination of public higher education.

543 PETRIK, Milivoj The Training of Sanitary Engineers
Schools and Programmes in Europe and in the U.S.
Monograph Series No 32 WHO Geneva 1956 151 pp $4

Compiled for a symposium on the education and training of sanitary engineers for work in Europe as well as the economically less developed countries, this monograph brings together in one place for the first time information on facilities in both the U.S. and Europe.

544 UNIV. OF LONDON INST. OF EDUCATION and COLUMBIA UNIV.
TEACHERS COLLEGE Yearbook of Education - 1959
Higher Education by G.F. Bereday and J.A. Lauwerys (eds.)
Evans Bros London 1959 520 pp

Problems of higher education throughout the world, by university staff members from various countries via theoretical articles and selected case studies. Four main classes of problems are treated: (1) "universality" of studies; (2) kinds of professional education provided by universities and relations to liberal studies; (3) enrollments in relation to limited education resources; (4) to whom should university education be made available?

7. SPECIAL EDUCATION

See also Entries 20,325,756,918,998,1040,1066.

ADULT AND FUNDAMENTAL EDUCATION

See also Entries 519,721,729,872,980,1074,1076.

545 BATTEN, T.R. *School and Community in the Tropics*
Oxford Univ. Press London 1959 177 pp

Considers the present role of schools and attitudes toward them in underdeveloped tropical countries where new educational projects have been undertaken; describes recent attempts to relate schools to community needs and to influence adults via schools, and examines major difficulties encountered. Demonstrates pervasive change influence of such policies on secondary, higher education and technical training methods.

546 BERTELSEN, P.H. "Folk High Schools for West Africa"
Intl. Dev. R. Vol 3, No 3 (Oct 1961) pp 28-31

The article examines the great success of the Danish folk high schools in creating an alert, capable citizenry and notes its similarity to the old African tribal bush schools. Concludes that a program of adult education through African folk high schools of a residential nature aimed at the "animators" and carried out in the vernacular can make a valuable contribution in transforming society in many ways, in effecting general development, and should be considered an investment rather than consumption.

547 *Bulletin de Liaison* No 10, 2ième Trimestre 1956
55 pp

A review of the concepts and practices of French fundamental and adult education and British Community Development programs in sub-Saharan Africa, this 1956 issue includes an annotated bibliography of articles published from 1950 to 1955.

548 ELVIN, Lionel "Adult Education: the Relation of Purpose to Methods and of Both to Society" Fundamental and Adult Education Vol 12, No 2 (1960) pp 79-83

In the summers of 1952 and 1953 UNESCO established as an experiment a Centre for Workers Education at La Brevière in the Forest of Compiègne in France. "Two deductions were freely drawn from the experiment ... The first deduction was that it was extremely difficult to find common terms of discourse between participants from countries at very different stages of social and industrial development ... The second deduction was that it seemed far easier to promote study of methods of organization than study of methods of teaching ... The purposes of adult education in any country at any particular time need to be formulated in terms of the kind or stage of society existing in that country at that time; that effective methods of organization depend on a clear understanding of social purposes and existing norms; and that methods of education (that is to say of teaching and learning) need to be consciously devised in relation to these two preceding factors. Of these three things the third has hitherto been the most neglected."

549 FRENCH INFORMATION CENTER ON FUNDAMENTAL EDUCATION Experiments in Fundamental Education in French African Territories Educational Studies and Docs. UNESCO Paris No 9, Jan 1955 68 pp

A description of four experiments in fundamental education dealing with health, sanitation and agriculture in 1953 in French African territories: Togoland, Ubangi, French Guinea, MBoumba. Describes the aims, personnel, materials and results of each experiment.

550 Fundamental and Adult Education "Adult and Community Education in British Togoland" Vol 6, No 4 (Oct 1954) pp 168-73

Reports on the utilization of volunteer, educated indigenes in offering short courses locally to achieve mass literacy, first aid and hygiene, group discussion, civics, recreation and similar educational goals. Training and selection programs were established under community development centers.

551 Fundamental and Adult Education "The Use of Audio-Visual Media in Fundamental and Adult Education" Vol 11, No 1 (1959) pp 31-49

Contains reviews of significant audio-visual experiments in thirty technical assistance projects and adult education organizations. In addition to usual A-V activities, there is information about educational broadcasting stations in underdeveloped areas and correspondence course institutes.

552 HADLOCK, Alton P. (ed.) Report of Conference on Adult Education in the Developing Nations - June 14-15, 1962 U.S. AID Off. of Educ. & Soc. Dev. & U.S. Dept. of Health, Education and Welfare Washington, D.C. 79 pp

A collection of articles from the conference written by nineteen consultants which "consists of the background and working papers, verbatim reports of the speeches, summaries from the working groups and recommendations ... The primary purpose of the conference was to develop a set of guidelines and recommendations for the use of the Office of Educational and Social Development in producing successful programs of adult education" in lesser developed countries. "A secondary purpose was to create an understanding of the functions of the AID." Six different discussion groups on the following topics: I.Occupational Education; II. Home Life Education: III. Health Education; IV. Literacy Education; V. Civic Education: and VI. General Adult Education.

553 International J. of Adult & Youth Education Vol 13, No 3 (1961) 168 pp

The papers collected here were prepared specifically for the First International Conference on University Adult Education, September, 1960, at New York. In five sessions, the principles discussed were: (a) vocational, professional and technical education; (b) fundamental and remedial education; (c) citizenship, government education, and education for public responsibility; (d) human and liberal education. These were explored with reference to what is actually being done in these areas in the different universities, to the needs still to be met in each area, and to the responsibility of the university in meeting these needs.

554 KIDD, J.R. How Adults Learn Association Press New York 1959 324 pp

An overview of learning theories, integrating findings from psychology, sociology, education and psychiatry to support the author's belief that adults can and should continue to learn. Fairly non-technical; some chapters well documented, others lean more to the author's philosophy of what adult education should be like. For the educated layman.

555 LIVERIGHT, A.A. "Education for Adults: Luxury or Necessity" Fundamental and Adult Education Vol 12, No 2 (1960) pp 84-90 50¢

"The field of adult education -- as well as the entire world -- is beset by the misleading dilemma of an 'either-or' philosophy. Adult educators argue about whether they should emphasize fundamental or general education, vocational or liberal education, group or individual education, community or personal education." An adequate universal program of adult education must include: "programs concerned with helping adults to acquire fundamental literacy; programs to aid adults in acquiring vocational, technical, and professional competence; and programs concerned with the human and personal development of individuals." Adult educators must be willing to undertake the total job of complete and rounded education for adults. "All institutions which can make a contribution to adult education must be mobilized, and all of them must cooperate to develop the kind of sound program which will deal effectively with the compelling problems facing the world."

556 PAUVERT, J-C. Tendances actuelles de l'éducation des adultes dans les Etats africains d'expression française Tiers-Monde "études", Séries Afrique Noire Institut d'Etude du Développement Economique et Social de l'Université Presses Universitaires de France Paris 1961 78 pp

A comprehensive analysis of the status and developmental tendencies of adult education within the sub-Saharan French-speaking African nations as of 1960, this study was prepared for the World Conference on Adult Education held in Montreal during August, 1960.

557 READ, M. Education and Social Change in Tropical Areas Thomas Nelson & Sons, Ltd. London & New York 1955 130 pp

These papers on education, health and nutrition,and anthropology have a common theme, the application of social anthropology to educational problems. The paper on education is written from the social anthropological point of view of the author, while those on health and nutrition, adult education, and on experiments in community development all illustrate this wider concept of education, used in the same sense as it is used by UNESCO.

558 UNESCO Adult Education - Current Trends and Practices
Problems in Education, No 2 Paris 1949 148 pp

"In the present volume the reader will not find a systematic setting out of information; some of the articles are detailed studies of work and experiment now in progress, others are general statements on the problems of adult education by well-known personalities in the field of culture and education. The book gives less a cross-section than a sample ... of the most characteristic achievements of adult education in our time." Three sections cover: I: Role and Functions; II: Content and Development; and III: Methods and Institutions.

559 UNESCO Fundamental Education - Description and Programme
Monograph on Fundamental Education, No 1 Paris 1949
85 pp

A description of fundamental education, its involvement with elementary educational skills, and its achievements with youth and adults in underdeveloped areas. Varied means have been employed with the object of helping people to help themselves. These have included literacy campaigns, extension work, cooperatives, and the organizing of community groups for cultural purposes.

560 UNESCO The Haiti Pilot Project Phase One 1947-49
Monographs on Fundamental Education, No 4 Paris
1951 83 pp 35¢

This booklet describes in some detail the early stages of a project to reduce illiteracy and bring to the Valley of Marbial in Haiti the elementary knowledge and simple skills which improve living conditions. Chapter 3 covers education: in the home, in school, the problem of language and the literacy campaign. Children are taught competence and self-reliance, but also submissive respect for their elders. As a result, in adulthood, competence is linked to self-respect and survival but not to initiative and independence. Therefore, adults look to those in authority to tell them what to do and when to begin something new, even though they may have quite definite personal wishes. The main language problem is the scarcity of literature in the Creole with which to satisfy the needs of those who have learned to read. Thus learning to read Creole is only a first step toward enabling the people to make use of French.

561 UNESCO The Healthy Village An Experiment in Visual Education in West China Monographs on Fundamental Education, No 5 Paris 1951 119 pp

"During 1949 UNESCO organized an experiment in West China for the preparation of a wide range of visual aids and their practical use in fundamental education. The work was done in close collaboration with the Mass Education Movement through its Rural Reconstruction College at Pehpei. A single topic was chosen, "The Healthy Village", in order to allow for intensive preparation and a valid comparison between the different aids. There were, naturally, two aims in UNESCO's action: to carry out a piece of educational work on the spot, and to place the experience of the Chinese project at the disposal of educators elsewhere." This document contains the detailed reports on the project.

562 UNESCO Universities in Adult Education Problems in Education No 4 Paris 1952 172 pp $2.25

Covers an "extraordinary variety of university extension services ranging from advanced classes intended to keep graduates abreast of the latest developments in their respective professions to educational schemes for very poor communities. The writers discuss the philosophy underlying the movement and practical details of teacher-training, finance, publicity, and the various methods of instruction, including such widely different techniques as the traditional public lecture, specially-equipped railway trains ... and television. Because of the great ... role that universities have played in developing adult education services in Great Britain, the U.S. and Canada, UNESCO asked representatives of the university extension movements in these countries to make a comprehensive report on what has been achieved, so that universities in other lands may feel encouraged to provide similar - or better - services."

563 UNESCO Youth and Fundamental Education Monographs on Fundamental Education Vol 9 Paris 1954 86 pp

General discussion of the need for fundamental education, with a description of the techniques for accomplishing this type of education -- special emphasis on the role young people can take in spreading fundamental education.

LITERACY EDUCATION

564 Economic World "Illiteracy: Prison Walls for over Half of the Human Talent of the Free World" Vol I, No 10 (Nov 1959) p 7

"More than half of the human talent of the non-Communist world is hamstrung by illiteracy. Not being able to read or to write, some seven hundred million adults are unable to follow the simplest written guidance on agricultural methods ... or the care of children ... or protection from disease ... or the learning of technical skills. This massive frustration of human ability puts a heavy brake on economic and social progress. But now, since the end of World War II, there is a new surge of interest and action against illiteracy. Some of it has jelled into region-wide campaigns to eradicate illiteracy by specific target dates." This article includes illustrations of a new technique in teaching literacy: an extensive series of fundamental education primers published by the Pan American Union for use in literacy programs throughout Latin America. They illustrate the technique adopted since World War II which incorporates literacy teaching with instruction in agricultural methods, public health, nutrition, sanitation, and so on -- and follow up with continuing flow of printed material related to the living problems of the new literates.

565 Fundamental and Adult Education "The Literacy Campaign in Indonesia" Vol 5, No 3 (July 1953) pp 127-31

Background considerations, objectives and preliminary planning for mass literacy program under a ten-year plan. The scope involves 35 million illiterates. Materials and teachers are locally derived -- unique methods include: no regular instructor, pocket-size primers, syllabic rather than alphabetic emphasis, low cost production.

566 GRAY, W.S. Preliminary Survey on Methods of Teaching Reading and Writing Parts I & II Educational Studies and Documents, Vol 5 UNESCO Paris July 1953 66 pp

——————— Teaching of Reading and Writing Monographs on Fundamental Education, No 10 (reprint 1961)

The development of fundamental literacy is an important factor in the growth of a culture. Fundamental literacy is defined as being able to read and write with the skill normally acquired in four years of school. The techniques of instruction, the materials and the planning relate to the theory of reading and writing being used in any particular situation. The research evidence indicates that an eclectic approach is desirable for overall learning in any given language. The center of all literacy instruction should be the interests of the student, child or adult. Part I is a review of research in writing and reading. Part II is a report of the most common practices in fundamental literacy classes.

567 GRIFFIN, E. "Writing and Illustrating Books to Follow Literacy Campaigns" Fundamental and Adult Education Vol 5, No 3 (July 1953) pp 122-5

The end of preliminary literacy learning is a critical period. The effectiveness is dependent upon the material available for continuing experiences in the satisfying application of learning - developing reading fluency by providing follow-up easy-to-read and relevant materials for the man in the village street.

568 HOWES, H.W. Fundamental Adult Literacy and Community Education in the West Indies Educational Studies and Documents, Vol 15 UNESCO Paris 1955 79 pp

A detailed report of the various activities in adult literacy education in the West Indies. Projects are analyzed in terms of personnel, methods, geographic and cultural problems. Evaluations of the several projects are made and future plans of the different countries are given.

569 LAUBACH, Frank C. "Literacy Basic for Progress" Int'l Dev. R. Vol 2, No 2 (Oct 1960) pp 33-34

"It is obvious that the dividing line between the haves and the have nots of the world is at the point of literacy. Educated people can use an ever-increasing fund of technical knowledge and skill because they can read blueprints and instructions and catalogues and technical magazines. The haves of the world are generally producing more than they need ... But the illiterate half of the world, basically because they are ignorant and know only primitive methods, are producing less than they need." The effort of the underprivileged to achieve higher levels of living must begin with literacy which gives them access immediately to simple how-to-do-it literature. The article explains the rationale of the work of the Laubach Literacy Fund. Dr. Laubach, a dedicated crusader for literacy during most of his professional career, describes work in Asia and Africa. He strongly advocates a world-wide adult literacy campaign.

570 LAUBACH, Frank C. and R.S. LAUBACH Toward World Literacy Each One Teach One Syracuse Univ. Press Syracuse, N.Y. 1960 335 pp

An interesting "how to" book which discusses in detail, (1) teaching of illiterates and (2) writing for new literates. Useful appendices include an extensive bibliography of literacy materials grouped under ten headings, and sample lessons.

571 NEIJS, K. An Experimental Course in Adult Literacy Tech. Paper No 114 South Pacific Comm. Noumea, New Caledonia Jan 1958 64 pp (mimeo)

Report of an attempt to set up a controlled experiment in literacy using two groups of adults in a New Guinea village - predominantly illiterate. A linguist researcher resided and taught in the village. Contains a full outline of the two methods used. Results showed surprisingly significant sex differences - women excelled men. Other results tend to support structural linguistic methods in such teaching.

572 NEIJS, K. Literacy Teaching for Adults Tech. Paper No 72 South Pacific Comm. Noumea, New Caledonia Nov 1954 128 pp (mimeo)

Review of assumptions and techniques of teaching literacy to adults in underdeveloped areas (not restricted to Oceania). 30 page bibliography of methods and experiments to date. Review of pilot project in Haiti (pp 40-6) and other areas. Explores nature of difference between adult literacy teaching and teaching children, as well as in-school and special crash program techniques - all based upon linguistic techniques.

573 OAS Alfabetizacion y Educacion de Adultos by J. Concha Romero, No 1 Seminario Regional de Educacion en La America Latina - Caracas, Venezuela 1948 Washington, D.C. 1949 48 pp (paper)

A summary of a regional seminar on illiteracy and adult education. Some of the key problems were the 32 million aborigines who speak a variety of tongues other than Spanish, the general low average formal schooling (about third grade). Recommendations were: establishment of a regional center to train teachers in the techniques of fundamental education; setting up an instructional aids center; a circulating exposition of teaching and propaganda materials; and bilingualization of existing texts into Indian tongues.

574 TERRISSE, A. "Combating Illiteracy in a French West Africa Project" Fundamental and Adult Education Vol 4, No 4 (Oct 1952) pp 32-5

Report of an experiment in teaching adult literacy in an isolated village of 1800 persons. No school health service was available and there was little contact with Europeans. The experiment primarily explored the various techniques of developing the initial impact and motivations -- loud speakers, films, ideographic alphabets, work at night to "reduce inhibitions." This is a short excerpt of a full report on a systematic project to cover French West Africa.

575 UNESCO Literacy Teaching: A Selected Bibliography Educ. Studies & Docs. No 18 Paris 1956 48 pp

This annotated bibliography, dealing largely with adult education, organizes references under five headings: Illiteracy, its Occurrence, Causes and Remedies; Laws; Agencies, Plans and Reports; Methods of Teaching; Provision of Reading Material. "Only items appearing to have some transfer value or a clear demonstration of interesting teaching practices are included. Similarly, there has been no attempt to give a thorough listing of literacy laws, these being largely repetitive. The bibliography therefore concentrates mainly on the organizational and methodological aspects of literacy work, since it is in these that the field worker and administrator can learn from the experience of others."

576 UNESCO New Horizons at Tzentzenhuaro Balance Sheet of a Fundamental Education Centre Paris 1953 31 pp (paper)

Describes one year's work of the Regional Centre for Fundamental Education in Latin America (el Crefal). Emphasis is put on the use of local materials for educational purposes. A simple method of producing printed matter and film strips is described. It is claimed that interest in self-improvement must precede literacy campaigns. It stresses that economic development must begin in the grass roots level. The center trains people to use these basic techniques.

577 UNESCO The Provision of Popular Reading Materials Monographs on Fundamental Education, No 12 Paris 1959 298 pp

Presentation of information on all aspects of literature production -- the problems involved in making available to the newly-literate peoples material in book and periodical form in their own language at a price they can afford. Specific projects discussed in detail.

578 UNESCO World Illiteracy at Mid-Century Monographs on Fundamental Education No 11 Paris 1957 200 pp

Factual presentation of detailed data on where illiteracy is found and who is illiterate: breakdown by country, ethnic groups, sex, age, etc. Analysis of factors causing high illiteracy rate and discussion of steps to eliminate illiteracy.

579 US DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ. Literacy and Basic Elementary Education for Adults, A Selected Annotated Bibliography Cat. No. FS 5.213: 13017 Gov't Printing Off. Washington, D.C. 1961 126 pp 55¢

An annotated bibliography of references on adult elementary and literacy education in the U.S., literacy education programs in the U.S. and abroad, and materials for teaching adult elementary classes. It also includes a list of bibliographies on literacy education and a list of domestic and overseas organizations, agencies, and bureaus expending time and effort on behalf of the undereducated adult.

COMMUNITY DEVELOPMENT

See also Entries 31,247,252,282,524,622,641,915,923,952,953,962,964.

580 BATTEN, T.R. Training for Community Development Oxford Univ. Press London 1962 192 pp 22s/6d.

This examination of recent trends in the field holds that traditional training methods for community development workers at all levels have been inadequate. The final portion of this book discusses methods and techniques developed for training workers in the author's own course at the University of London where "Each year the trainer trains with the group. Each year the group works out principles and practice for itself."

581 Community Development Bulletin Univ. of London Inst. of Education Community Development Clearing House Malet St. W.C. 1 London (Quarterly) $1.00 a year

The Clearing House of the Univ. of London Inst. of Education was established in 1949 for the purpose of providing a center for the exchange of information and experience between personnel of British territories in Africa. As the concepts and techniques of community development have been adopted by more and more countries, its field of operation has been progressively enlarged. The Community Development Bulletin as its official publication is produced with the cooperation of CGTA (Comm. for Tech. Cooperation in Africa) and UNESCO. It is a small magazine of short articles and book reviews covering community development all over the world. It complements UNESCO's Fundamental and Adult Education Bulletin (a forum for ideas and theories on adult education, youth work, etc.) by concentrating on current programs and projects, concerned with world-wide community development in its widest sense, and by reporting on those programs actually in operation.

582 DUBE, S.C. India's Changing Villages - Human Factors in Community Development Cornell Univ. Press Ithaca, New York 1958 1958 230 pp

An evaluation of India's Community Development Program after 18 months of operation in 153 villages of Uttar Pradesh. Dube focuses on two villages and spotlights both successes and inadequacies. Chief among the latter were communication between upper administration and community levels, hectic, bottlenecking pressure on village level workers and insufficient modification of plans for local adaptation. Greatest success was achieved in new agricultural crops and techniques.

583 Education Abstracts "Adult Education in Community Development" Vol 11, No 8 (Oct 1959) 13 pp

Reviews publications dealing with general community development and particularly with adult education activities. Programs indicate that national plans for economic development, to be successful, depend on the intelligent and active support of the people they are intended to benefit and further a balance between the need for general community education and the need for instruction in the skills required for economic development.

584 Education Abstracts "The Community School - Its Significance for Fundamental Education Programs" Vol 7, No 3 (Mar 1955) 25 pp

Community schools should be evaluated in terms of the specific community served. Organization, curriculum, and staff must be prepared in light of community needs and goals. A very brief review of community school practices and experiments in fourteen countries is given.

585 FRIEDMANN, F.G. The Hoe and the Book An Italian Experiment in Community Development Cornell Univ. Press Ithaca, New York 1960 158 pp

The account of ten years operation of a volunteer group of teachers and social workers in Italy -- The Unione Nazionale per la Lotta contro l'Analfabetismo -- formed originally to provide literacy courses, discussion groups, recreational activities and technological and vocational workshops in rural southern Italy. As the program grew, there emerged a "new atmosphere" of cooperative solidarity, self-determination and individual responsibility which had a partial effect of reaffirming positive, though dormant, cultural values.

586 LANGWORTHY, Russell L. "Survey of Community Development" (Slightly condensed from an article originally published in Italian in Quaderni di Sociologia No 40, Spring 1961) Community Development Bulletin Vol XIII, No 4 (Sept 1962) pp 121-28

A critical description of three community development type projects. "One of the striking things about community development in Italy is how the different organizations, if they were at all sensitive to the 'felt needs' of the people, have come around to a balanced programme of social workers and technicians. The Pilot Project for the Abruzzo, starting from essentially a social work and adult education position, has continually added agricultural technicians as it has been discovered that it is ultimately harmful to community development to give people a civic education without helping with the basic economic problems. U.N.L.A. began with an illiteracy campaign, advanced to adult education and then set up vocational schools; and the U.N.L.A. leaders would be the first to recognize the need for even more technical assistance. The OEEC (Sardinia) project started from an essentially technical point of view and gradually added the other services. Dolci started with a radical programme of Gandhi-line reform and now has agricultural technicians and economists, and wants group work specialists."

587 MAYER, A. et al. Pilot Project, India The Story of Rural Development at Etawah, Uttar Pradesh Univ. of California Press Berkeley 1958 367 pp

The account of a project initiated by a U.S. architect and town planner after World War II involving 300 villages in India, and considered by many to be the genesis of India's Community Development Program. This is a chronological account of project progress without evaluation (conflicting opinions are held as to its effectiveness) other than the author's own retrospective reflections. Significant are the readiness to change material economic patterns when immediate benefit to the existing power structure is involved and contrasting lack of appreciable change in general public attitudes toward more pervasive and fundamental social problems, i.e., sanitation, nutrition, health and general social welfare.

588 MUKERJI, B. Community Development in India Orient Longmans Ltd Calcutta 1961 312 pp Rs 10

One of the more important books on the largest existing program of its kind, the author says, "My main purpose has been to present a comprehensive picture of our programme and to show that it has a much grander conception behind it than what is normal to a programme that generally goes by the name of community development. I have also attempted to expound fully the ideology and objectives of community development as I have come to understand them. For I believe that faith must be built up in community development as the only method by which the problem of progress, economic and social, of underdeveloped countries can be tackled democratically.

589 NATIONAL SOCIETY FOR THE STUDY OF EDUCATION Community Education: Principles and Practices from World-Wide Experience 58th Yearbook Univ. of Chicago Press 1959 417 pp $3.25

Two dozen skilled workers in fundamental education have drawn on their own experiences in economically retarded areas (not all of them in "underdeveloped" countries) to put together this interesting and useful volume - a standard source for all those training for, and studying about, the front-line "grass roots" work of changing community living patterns to foster healthier and happier life.

590 NATIONAL SOCIETY FOR THE STUDY OF EDUCATION The Community School 52nd Yearbook, Part II Univ. of Chicago Press Chicago 1953 292 pp

"On the theoretical side, this treatise identifies the community school as one which offers suitable educational opportunities to all age groups and which fashions learning experiences for both adults and young people out of the unsolved problems of community life. In its exposition of this viewpoint as a major objective of education, the volume explains the nature of community organization and emphasizes the interdependent relationship between the determination of the goals of education and the attainment of better standards of community living. For the guidance of schools and communities ... the yearbook provides numerous descriptive accounts of actual experiences drawn from a variety of community settings ..."

591 NEISSER, Charlotte S. "Community Development and Mass Education in British Nigeria" Econ. Dev. & Cultural Change Vol III, No 4 (July 1955) pp 352-65

Progress achieved in Nigeria is illustrated with descriptions of several specific cases - each representative of a different type of project. These types include: (1) Close integration of both movements; i.e., community development and mass education, characterized by the enthusiastic and spontaneous cooperation of the community, supported by voluntary labor; (2) Simultaneous but not integrated movements instigated from above; (3) Community development without mass education; (4) Mass education turned into adult education, centrally organized. An additional type is a borderline case between types 1 and 2 (above) being partly integrated, without mass education but with voluntary labor. The problems and achievements are indicated for each.

592 OAS Trabajos Practicos en Organización y Desarrollo de la Comunidad Washington, D.C. 1960 97 pp (paper)

A guide book for workers interested in community development. Includes comments from several schools of social work in Latin America and the U.S. Describes plans that have been used successfully.

593 OEEC Pilot-Area in Sardinia An International Experiment in Community Development Paris 1960 32 pp

"In November 1955, the Council of the OEEC instructed its European Productivity Agency (EPA) to develop its programme of increasing overall European productivity by making a special effort in those member countries seeking to develop their more backward areas .... This is how the Oristano-Bosa-Macomer triangle of Sardinia came to be chosen as the first trial and demonstration area to show what might be accomplished at modest cost by the skill and enthusiasm of trained advisory workers." This little book publicizes the project, devoting one section each to agriculture, education, home economics, social work, and handicraft industries.

594 RUOPP, Phillips (ed.) Approaches to Community Development A Symposium Introductory to Problems and Methods of Village Welfare in Underdeveloped Areas W. Van Hoeve Ltd. The Hague Quadrangle Books. Chicago 1953 352 pp

A collection of essays on various action aspects of community development around the world. The first two chapters provide definitions and theoretical framework for the following eighteen chapters which stress the necessity of an integrated and functional approach to planned socio-economic change. It provides a number of "recipes" for community development along democratic humanistic lines as well as illustrations of factors which should not be combined in a sound program of community development.

595 SMITH, Wm. C. "Hens That Laid Golden Eggs" Intl Dev. R. Vol III, No 3 (Oct 1961) pp 2-5

Examines a community development project of UNESCO's CREFAL in Mexico. "In the beginning, the success of CREFAL's chicken farming program was due to the fact that three La Pacanda men saw in it a possible solution to their precarious economic and ecological situation.Once initiated, the program expanded because it was well designed and had adequate economic and technical support from CREFAL, because it was initially accepted by men of prestige in the community and was subsequently seen by others as a means of achieving higher status, and because its economic advantages finally became apparent to all." It also analyzes the personal and social evolution of the three innovators. Bibliography.

596 STREIT, Peggy and Pierre "The Teacher the Americans Sent" New York Times Magazine Sept 3, 1961 p 5+

A success story about an Iranian woman, trained by Americans, who is a one-woman community development project. Gaining the confidence of a group of suspicious villagers with her sewing machine, she managed to persuade the landlords to provide a school, the bathhouse keepers to change the village bath water once a month instead of once a year; and finally the people themselves take the initiative to improve their village in many ways.

597 TANGRI, Om P. "India's Community Development Program" Intl Dev. R. Vol III, No 3 (Oct 1961) pp 32-3

Among several suggestions on credit income, finance and administration is the conclusion that "The Community Development Ministry should also make every effort to utilize the research staffs and technical assistance already available in the Ministries of Agriculture, Education, and Health and other agencies in carrying out their present program and the research program outlined here. Every effort should be made to keep from proliferating and duplicating research departments since this tends to become an empire-building process."

598 THOMSON, R. Educational Aspects of Community Development Paper No 74 South Pacific Commission Noumea, New Caledonia 1955 89 pp (mimeo)

Reviews the basic concepts of community development and the implementing role of the school and local teachers. World-wide as well as South Pacific case references are reviewed (Nigeria, Kenya, Brazil, Chile). Reviews practices and bibliography on use of "film, radio and related media."

599 TINKER, Hugh "Community Development: A New Philosopher's Stone?" International Affairs Vol 37, No 3 (July 1961) pp 309-22

This article assesses the actual functioning of the community development program in Asia through an examination of its progress in the Philippines, Thailand and Malaya. The author regards the movement, conceived largely by Western professionals, "as an attempt to marry Western doctrines of behavior on to a somewhat romantic or idealized notion of Asian village society. When Asian governments took over the dogma of Community Development and put it into practice, a new synthesis might have emerged, predominantly Asian in quality. In two of the countries surveyed in this paper, the Philippines and Thailand, the copy-book methodology has been retained intact, leading to strange disharmonies between theory and practice. In the third example, Malaya, the entire theory of mutual help and village combination has been abandoned in favor of an attempt to raise levels of income by a direct application of the mixed State direction and individual enterprise which the Western countries favor for themselves."

600 TIREMAN, L.S. and M. WATSON A Community School in a Spanish-Speaking Village Univ. of New Mexico Press Albuquerque, New Mexico 1948 169 pp

A study of the program of the Nambe school in New Mexico, an experimental school attempting to foster community development in a Spanish-speaking American village.

601 UNITED NATIONS Community Development and Economic Development: A Study of the Contribution of Rural Community Development Programmes to National Economic Development in Asia and the Far East Part I: The General Report (60.II.F.6, Pt.I) 113 pp $1 Part IIA: A Case Study of the Ghosi Community Development Block -- Uttar Pradesh, India (60.II.F.6, Pt.IIA) 100 pp $1 Part IIB: A Case Study of Farmers Associations in Taiwan (60.II.F.6, Pt.IIB) 80 pp $1

Part I discusses the concept and application of community development in the various countries of the region, output of goods and services, capital assets, problems of organization and administration. Part IIA and IIB embody the results of special field studies to throw light on the actual changes in agriculture, resulting from the operation of community development programmes including changes in cropping patterns, agricultural productivity, capital formation, indebtedness and levels of living.

602 UNITED NATIONS Community Development in Urban Areas 61.IV.6 New York Jan. 1962 44 pp 75¢

A study of the applicability in urban areas of the techniques of community development, designed to bring into focus the various kinds of experience gained from activities already carried out in this field and to assist field workers in different settings.

603 UNITED NATIONS Methods and Techniques of Community Development in the United Kingdom Dependent and Trust Territories 1955.IV.5 New York 1955 111 pp $1.25

An analytical study of methods and techniques of community development in the United Kingdom Dependent and Trust Territories. Part I consists of a description of the origin, concept and evolution of community development in these territories; Part II describes the general conditions for community development; and Part III is devoted to training for community development. This is followed by a summary in the form of conclusions.

604 UNITED NATIONS Participation of Women in Community Development 60.IV.9 New York Dec 1960 88 pp $1

This publication reports on the progress made in connection with the participation of women in programmes of community development, and methods used in promoting their participation.

605 UNITED NATIONS Public Administration Aspects of Community Development Programs New York 1959 107 pp $1.50

An analysis of patterns of administrative organization, planning and finance, and special personnel requirements at local and national levels as these apply to different types of Community Development programs around the world. Specific illustrations are drawn from references to programs in India, Ceylon, Ghana and Mexico in appendix.

606 UNITED NATIONS Report of a Community Development Evaluation Mission in India by M.J. Coldwell, R. Dumont and M. Read Report No TAO/IND/31 New York 1959 101 pp

"The community development program is attempting to meet many of India's problems through an integrated, comprehensive approach which is simultaneously economic and social, aimed at both future production and current welfare. Its theory is that change cannot take place in isolated fragments of a society, but must be a total process, involving the total person and the entire community. The energies upon which it depends are mainly those of the people; the chief source of capital upon which it must draw is the surplus labor of the villagers. No country has undertaken community development on as wide a scale as India. It is one of the major experiments of the twentieth century, and its results are of world-wide interest."

607 UNITED NATIONS Report of the Mission on Community Organization and Development in South and Southeast Asia ST/SOA/Ser.0/10, Sales No. 1953.IV.24 New York Dec. 1953 167 pp $2.50

Report covers: I - "Economic and Social Aspects of National Community Programs", II - "Role of Voluntary Agencies", III - "Organization for National Rural Community Development", IV - "Training". Included is background material on India, Ceylon, Thailand and the Philippines.

608 UNITED NATIONS Social Progress through Community Development 1955.IV.18 New York 1955 120 pp $1

A comprehensive account of community development setting forth basic elements and dealing with the diversity and functioning of community development programmes in various countries as well as such subjects as methods, training and utilization of staff, the role of non-governmental and private agencies in the programmes and the interest of international agencies.

609 UNITED NATIONS Study Kit on Training for Community Development No. 57.IV.6 New York 1957 69 pp 70¢

In brochure form, this kit deals with the training of community development workers mainly in rural areas of economically underdeveloped countries. It analyzes the common aims of the workers, the content and method of training, and the selection of personnel. A useful guide for directors of training centers and others responsible for the training of community development workers. English, French and Spanish editions available.

610 UNESCO Education for Community Development A Selected Bibliography Educ. Studies & Docs. No 7 Paris 1954 49 pp

A useful listing of selected references arranged under two headings: "general works on theory and practice" and "descriptive material on individual projects". The work is prefaced by definition of the concept of community development as it is related to fundamental education and concludes with a listing of pertinent periodicals and addresses.

611 VAN BAAL, J. The Nimbacan Community Development Project Tech. Paper No 45 South Pacific Commission Noumea, New Caledonia 1953 42 pp (mimeo)

A contrived experiment in community development technique on a South Pacific island composed of 23 villages which had been experiencing social disintegration and rapid emigration. Goal was to provide more purpose to village life. Techniques involved local economic development via new agricultural products and techniques together with cooperative marketing and purchasing. Among the unique problems faced was the emergence of a cargo cult and conflict with native religious practices.

COOPERATIVE EDUCATION

612 Education Abstracts "School Co-operatives" Vol 8, No 6 (June 1956) 23 pp

Abstracts of school co-operative movement literature, an important adjustment of fundamental education, with emphasis on the European and Latin American areas.

613 FAIRCHILD, Henry W. and Shamsul HAQ "Cooperative vs. Commune; Pakistan's Comilla Thana villages start a momentous experiment." Intl Dev. R. Vol 4, No 1 (Mar 1962) pp 4-5 and 28-33

The authors describe the progress made in establishing experimental village cooperatives in the Comilla district of East Pakistan designed to determine if this type of social organization is effective in introducing new technology essential to increased agricultural production. Results have been good. The distinguishing feature in these experimental cooperatives is a compulsory weekly meeting where members can discuss common problems - problems which they can do something about, rather than about things beyond their control. The organizational structure has also been effective in developing group leaders who help teach others. The well-thought-out initial objectives of the experiment are being largely met.

614 GORST, S. Cooperative Organization in Tropical Countries A study of cooperative development in non-self-governing territories under the United Kingdom administration, 1945-55 Blackwell Oxford 1959 343 pp

A description of cooperation at work amongst illiterate or semiliterate peasants as the foundation for democratic self-government. Part I is devoted to a summary of development and progress in each territory, based on its annual reports. Part II dispassionately analyses the material in Part I and gives a picture of the movement as a whole, with as much attention to weakness and difficulty as to achievement and strength. Includes a survey of each country, its pattern of development, credit and thrift, agricultural marketing, supply of consumer goods, other forms of cooperative enterprise, cooperative federations, and the role of government. Bibliography.

615 ILO Co-operation - A Workers' Education Manual Geneva 1956 157 pp $1.50

This is the first of a series of manuals prepared by the ILO as part of a systematic program of workers' education. It deals, in fourteen lessons, with different aspects of cooperation; each lesson is followed by a series of thought-provoking questions. A bibiography is appended.

616 MORITA, S. The Development of Agricultural Cooperative Associations in Japan Japan F.A.O. Association Tokyo 1960 99 pp

A brief account of the origin, present position and problems of Japanese agricultural cooperative associations useful to students of cooperatives in newly developing countries. Describes the different services performed by Japan's general purpose cooperatives, their national structure, and the legislative, financial and supervisory aid given by the Government.

617 ORIZET, Jean "The Co-operative Movement and the Welfare of the Worker" Intl Labour R. Vol LXIV, No 1 (July 1951) pp 1-23

"The contribution already made and still to be made by co-operatives to the welfare of working people is far from negligible, as shown in the following article by examples of the direct and indirect results of cooperation as regards purchasing power, credit, food and catering, housing, health, education and recreation .... The workers must not only develop their cultural life but also learn how to form and run their own organizations, to study their own problems and to try to find solutions ... The co-operative movement, by its very structure, is not merely an instrument for economic progress; it is essentially an educational organization and as Dr. Fauquet, a great co-operator, has rightly said: 'The initial object of the co-operative institution is to improve the economic condition of its members; but by the methods it uses and the qualities it requires of its members and develops in them, it aims at and reaches something higher. The purpose of co-operation is therefore to create responsible men with a sense of community, so that each may develop a full personal life and all may develop a full social life.' The fundamental importance which the co-operative movement attaches to education of the people and the magnitude and scope of its educational work are therefore not surprising; co-operation and education are intermingled to such an extent that they cannot be separated one from the other."

618 SOUTH PACIFIC COMMISSION Library on Cooperation Tech. Paper No 121 Noumea, New Caledonia Feb 1959 142 pp (paper)

An extensive, well-annotated bibliography on cooperative movements in emerging and/or dependent areas -- world-wide coverage. Part I by author and country, Part II by subject, Part III periodicals, Part IV films and film strips.

619 UNITED NATIONS Dept. of Econ. Affairs Rural Progress Through Cooperatives The place of cooperative associations in agricultural development New York 1954 112 pp 75¢

"The aim of the report is, first, to set out systematically and succinctly the variety of tasks that must be effectively accomplished if progress in farming and rural life is to be achieved and agriculture is to play its essential part in general economic and social development; and, second, to consider in some detail, and with examples from past experience, how far cooperative societies can perform these tasks in different sets of natural, social and economic circumstances ... The purpose is to picture, for those concerned with agricultural and general economic and social policies, the place of cooperatives among other institutions, to examine the role they should and can play, and, finally, to discuss what types of assistance might be appropriately granted to them by governments." The basic educational role which cooperatives play is stressed.

620 UNESCO Cooperatives and Fundamental Education Monographs on Fundamental Education, No 2 Paris 1950 171 pp

Description of the activities and potential activities of cooperatives throughout the world -- detailed description of specific cooperatives, with emphasis on their value as centers of education.

EXTENSION WORK

See also Entries 253,269,275,514,924,1009,1054,1055,1058,1081.

621 BRUNNER, Edmund de S. et al (eds.) Farmers of the World Columbia Univ. Press New York 1945

This book aims to make available to those doing extension work among rural people the body of information already gained by specialists with such experience in the Balkans, in the Middle East, and other parts of the world.

622 FENLEY, J.M. (ed.) Varieties of Extension Education and Community Development Comparative Extension Pub. No 2 Cornell Univ. Ithaca, New York 1958 111 pp (pamphlet)

Considers extension services as related to: (1) self-help projects, (2) multi-subject matter education, (3) locally organized rural development, and (4) comprehensive regional development. "Neither extension education nor community development ever succeeds except as it is mediated through administrators and field workers who have a deep concern for rural people as people.

623 HILL, F.F. "Scientific Manpower for the Less Developed Countries" The Annals issue devoted to: "Agricultural Policy, Politics, and the Public Interest" Vol 321 (Sept 1960) pp 26-32

"To stimulate agricultural growth through the application of science is a key problem of economic development. Numberless cultivators must be reached by -- and must accept-- integrated programs which include a range of services and commitments from technical advice to market assurances. Properly to aid cultivators requires enormous numbers of trained men and women who must essentially be local citizens rooted in their country's culture and problems. .... The necessary emphasis upon the application of science makes educational institutions obvious instruments of this national policy, but they require long-term commitments with adequate financial help and a large amount of responsible freedom."

624 JOHNSTON, Bruce F. and John W. MELLOR "The Role of Agriculture in Economic Development" Amer. Econ. R. Vol 51, No 4 (Sept. 1961) pp 556-93

An examination of the interrelationships between agriculture and industrial development and an analysis of the nature of agriculture's role in the process of economic growth, including a lengthy and excellent bibliography. Comments on the importance of rural education are of special interest: "The effectiveness of agricultural research is dependent upon an extension-education program which carries research findings to farmers and carries knowledge of farmers' problems back to the research staff. The extension techniques that have been effective in the U.S. are not necessarily appropriate in other countries. Japan achieved notable results without an extension service per se; extension-type activities were performed by local experiment stations, village agricultural associations, and in other ways. In Jamaica and Denmark a network of agricultural societies has provided an effective mechanism. Where farmer resistance to change is strong there may be a need for programs of supervised credit or subsidization of new inputs... But the final success of a program to develop agriculture depends on training tradition-bound farmers to make economically sound decisions regarding new alternatives." It is pointed out that an increased supply of trained people can be used in agriculture to remove directly the bottleneck to the efficient utilization of exisiting labor and land resources, while in industry the large capital investment which must be combined with labor in itself constitutes a bottleneck which stands in the way of utilization of newly trained labor.

625 KELSEY, Lincoln D. The Challenge of Starting Extension Work in New Areas Comparative Extension Publication No 11
New York State College of Agriculture at Cornell Univ.
Ithaca, N.Y. 1960 14 pp

"For the purpose of this work we will discuss three main phases of starting extension work in new areas. First will be a series of ten criteria or guides useful to consider in starting extension. Second will be a discussion of the problems facing Americans assisting other countries in starting extension. Last will be some thoughts on the problems faced by persons who study in America and return to their homelands to start or to work on programs called extension or community development."

626 MEXICO, REPUBLIC OF Las Misiones Culturales 1932-33
(The Cultural Missions) Talleres Graficos de la Nacion
Mexico, D.F. 1933 357 pp

An excellent early history of the missions indicates that both missions and rural schools were instituted at the same time and that a close relationship existed between them. Both groups of "misioneros" and rural teachers were required to know the local dialect, the economic conditions of the area and have the ability to prepare teachers among the Indians. During this period the first "Casas del Pueblo" (People's Town's Houses) appeared which were closely integrated with the community. They were built by the "misioneros" and left in the charge of local teachers. The book includes a list of tasks assigned to the "misioneros" in relation to school and community.

627 MOSHER, Arthur T. The Agricultural Program of ACAR in Brazil Tech. Coop. in L.A. Series National Planning Assn. Washington, D.C. 1955 65 pp $1

This is a case study of the ACAR (Assn. of Credit & Rural Assistance) efforts to stimulate better agricultural practices and rural living in Brazil. Shortcomings and successes are examined in detail. The particularly successful agricultural extension program demonstrates the value of a family-welfare orientation of this type of work. ACAR loans usually include some funds specifically for home improvement.

628 OAS Metodos y Tecnicas de la Enseñanza Agricola (Methods and Techniques of Agricultural Teaching) Guía para Maestros de Agricultura (Guide for Teachers of Agriculture) Washington, D.C. No 6 1959 59 pp (paper)

A teachers' handbook, describes the method and content of appropriate courses. Includes the agricultural calendar, appropriate uses of examinations, the formation of farmers' associations and evaluational procedure for the program.

629 STEPANEK, Joseph E. Small Industry Advisory Services - An International Study for Stanford Research Inst. Free Press Glencoe, Ill. 1960 193 pp $6

A pioneer study of how to get industrial knowledge to small entrepreneurs so that they accept, absorb, and apply it - one of the giant tasks of economic development. Detailed examples of extension experience in 20 countries illuminate this book planned for counselors, staffs of development agencies and associations, and small entrepreneurs, as well as scholars concerned with the sound development of modern small industry in the newly industrializing countries.

630 STRAUS, Murray A. "Cultural Factors in the Functioning of Agricultural Extension in Ceylon" Rural Sociology Vol 18 (1953) pp 249-56

"Ceylon has a relatively well staffed and organized extension service, and improvement of crop yields is a major national objective. However, the concepts of extension as a two-way street, of felt needs, and of a cultural approach are absent. The absence of these approaches limits effective extension. Certain features are the hierarchical organization of society and the absence of a capitalistic type of economic motivation. Examples of the lack of cultural perspective and the 'top-down' approach are presented."

631 US DEPT. OF AGRICULTURE Building a Better America through the 4-H Clubs U.S. Gov't Printing Off. Washington, D.C. 1951 16 pp

"The 4-H Clubs are a part of the cooperative Extension Service -- the largest organized out-of-school educational system in the world. It helps to provide farm people with the latest scientific findings, technical advice, and successful methods of farming and homemaking; and to equip them with the knowledge that will make them well-informed citizens. The cooperative Extension Service is supported by Federal, State and local funds, working through the local extension agent. It is the field educational arm of the U.S. Dept. of Agriculture and the State land-grant colleges. It is a partnership agency in which the officials of government -- Federal, State and County -- sit in council with rural and sometimes urban people -- men, women, boys, and girls. It helps these groups to analyze local conditions, recognize major problems, take stock of their resources, and develop and help to carry out programs for the financial, educational, and social benefit of the community and its individual members."

632 US DEPT. OF AGRICULTURE Extension Teaching Methods and Other Factors that Influence Adoption of Agricultural and Home Economic Practices by M.C. Wilson and G.Gallup Ext. Serv. Cir. No 495 U.S. Gov't Printing Off. Washington, D.C. 1955 80 pp 50¢

This bulletin is concerned with improvement in the use of extension teaching methods. It is intended primarily as a reference manual for inservice extension workers, prospective extension workers and graduate students in extension education. The extension worker's job is presented as an educational undertaking. The essential steps in the adult learning and teaching process are outlined. Important factors which affect the adoption of improved farm and home practices are discussed. The various teaching methods are compared on the basis of relative effectiveness and extent of use. Each individual method is examined critically.

633 VERSLUYS, J.D.N. "Social Factors in Asian Rural Development" Pacific Affairs Vol XXX, No 2 (1957) pp 160-72

"The aim of rural development in Asia is to bring about a purposive change. When we consider the social implications of this change we must admit that the influence of extension work (which usually is the main feature in rural development in Asia) goes much further than modifying a technique -- it changes life itself ..... One of the most important aims of successful extension work is to create a spirit of self-reliance which may take a longer time to achieve and will require much more thoughtfulness and understanding than spoon-feeding and paternalism, but will be the only method of achieving lasting results."

RURAL EDUCATION

See also Entries 30,324,330,704.

634 ALLEN, Harold B. Rural Reconstruction in Action Cornell Univ. Press Ithaca, New York 1953 204 pp

This book is based on practical experience about the tangible aspects of "rural reconstruction". The tasks to which it refers are "specially difficult when undertaken among those whose lives have been ... static for hundreds of years." It tells of experiments in Iran, Greece, Syria, Lebanon, Eritrea, Macedonia, Albania, Cyprus and Palestine. With modifications the principles apply to any culture where the basic emphasis is on gradual rather than on drastic change. The book should be specially helpful for anyone interested in training the rural community.

635 ALLEY, Rewi Sandan - An Adventure in Creative Education Caxton Press Christchurch, New Zealand 1959 191 pp $3.50

FAO Training Rural Leaders An FAO Study Washington, D.C. 1949 135 pp

Both books describe at a 10 yr. interval an unusual attack on two problems involved in development of human resources: (1) production of technically knowledgeable persons who can utilize the natural resources of an area to raise the local standard of living through small industrial and agrarian pursuits, and (2) the problem of retaining such persons in rural areas.

The Sandan school located in NW China between Mongolia and Tibet on the old Silk Route evolved from training efforts during and after World War II by Rewi Alley, an "old China hand" from New Zealand who had organized displaced peasants and convalescent soldiers during the Japanese invasion into industrial or "producers" cooperatives turning out a wide range of scarce industrial products in West China. From earliers trials the formula of a school day devoted half to study and half to work was developed. The school hours were devoted to a fairly conventional range of studies. The remainder of the day was spent by each student in the production area of his choice: textiles, electrical or automotive engineering, machine shop, leather, pottery, or paper production, or on the farm. A boarding institution taking students from primary age through the teens, the school was entirely self-supporting and run by staff and students. Thus a first hand acquaintance was had by students of production techniques, problems, and their solution. The technique used to keep graduates "down on the farm", was simply never to remove them from the rural atmosphere. Instead of shutting students up with a pile of books in an urban atmosphere for a number of years and then expecting them to return to the countryside to embrace the rural life, the students at Sandan grew up as a functioning part of the community, schooled to take responsibility for leadership.

636 BALOGH, T. "Misconceived Educational Programmes in Africa" Universities Quarterly Vol 16, No 3 (June 1962) pp 243-49

"The greatest obstacle...in the way of assuring through education a prosperous future for Africa is the heritage of the Colonial past." The author finds that the backwardness of African agriculture cannot be reversed as long as the African is "mis-educated" to a contempt for physical labor and rural life. The author, a fellow of Balliol College, Oxford, finds that the first phase of an attack on African's poverty should "combine a new educational effort with agricultural improvement and the beginnings of industry" -- the school an adjunct of the farm, and the farm the adjunct of the school. A crash program of teacher training should provide teachers who are not alienated from the rural environment; teachers should be given more status and power; university graduates should be required to spend a few years working on rural development schemes.

637 CCTA/CSA Conseil Scientifique Bien-être Rural Conférence interafricaine 2me réunion, Tananarive, 1957 Rapports, Ber. 2 Sécretariat London 1958 59 pp

The following were the main questions raised during the Conference: social aspects of the rural environment, lines of direction for rural welfare services and ways and means of influencing the rural environment. The governments represented at the conference are attempting to improve the standard of living of the rural population in Africa. To achieve that end, they advocate an increase in agricultural production, social and economic education for the rural masses and the development of a sense of responsibility in them. (ILR June 1959, p 671)

638 CALLAWAY, A.C. "School Leavers in Nigeria" West African Nos 2286-2289 (March 25-Apr 15, 1961) pp 325, 353, 371 and 409 and The Nigerian Political Scene R.O. Tillman and R.T. Cole (eds.) Duke Univ. Press Durham, N. Carolina 1962

A frank but constructive four-part article on the problems created by a surplus of job-seeking primary school leavers in Eastern and Western Nigeria.Urging that disillusionment not be allowed to overtake these youngsters, the author sees them as potential powerful instruments in Nigerian economic growth. He sees few job opportunies in the new industries, and urges instead the creation of village-level agricultural plans designed to train and integrate groups of young farmers into the small-scale village agricultural economy. Such plans could serve the double purpose of absorbing rural school-leavers and offering models of new farming techniques for the older farmers to follow. He also sees possibilities in an improved apprenticeship system. A book on education and its effects in Nigeria based on this material will be published soon by Mass. Inst. of Technology, Boston.

639 DHAMI, S.S. "Rural Development in India" Intl Labour R. Vol LXIX, No 5 (May 1954) pp 452-73

"In October 1952 the Government of India launched an ambitious programme of rural development. The immediate aims of the programme are to increase agricultural production, combat rural unemployment and improve living conditions, but its fundamental objective is to imbue the members of rural communities with the desire and will to live a fuller life. With a view to promoting self-help and cooperation, stress is laid on the participation by the villagers in the planning and execution of the programme." This article "outlines the aims and scope of the programme and describes the administrative machinery and operational methods adopted to help the people in half a million villages to improve their working and living conditions."

640 DUFAURE, Andre and Jean ROBERT Une Méthode Active d'Apprentissage Agricole Les Cahiers de l'Exploitation familiale E.A.M. Paris 1956 246 pp 900 francs

"This book describes a system of apprentice training for the children of small-scale farmers. The training is given in family centres run by the children's parents, assisted by instructors for the classroom work ... The advantages of this system, in the author's view, is that the pupils do not lose touch with their farms while under training.

The book contains a very full account of the type of instruction they receive."

641 Economic Weekly (Bombay) "Uneven Impact of C D Programme" M N K Community Development and Economic Development: A Case Study of Ghosi Community Development Block, U.P. (Aug 25, 1962) pp 1387-88

This study shows that large and medium sized cultivators benefited from the community development program to use improved rice and wheat seeds, chemical fertilizers, iron ploughs, loans, and consultations much more than small cultivators. Reasons given are better education and the fact that larger holdings make "experimentation" less risky. Also, since CD personnel are hard pressed to show results and must cover a very large area (as many as 10 villages with 5-6000 persons), it is likely that they concentrate their efforts on this segment of the population.

642 Education Abstracts "The Education of Rural Youth: Some Out-of-School Activities" Vol 8, No 3 (Mar 1956) 27 pp

Contains highlights and a bibliography of rural youth group programs and activities, including new trends such as group assistance in fundamental education programs and analysis of area socio-economic problems.

643 Education Abstracts "Rural Education" Vol 10, No 7-8 (Sep-Oct 1959) 23 pp

First section contains an annotated bibliography covering those publications on rural education which have appeared since previous issues of "Education Abstracts". Other sections are repeats.

644 Education Abstracts "Rural Education and the Training of Rural School Teachers" Vol 7, No 9-10 (Nov-Dec 1955) 57 pp

Over two-thirds of the world's population lives in rural areas and over half of the youth have no opportunity for schooling. The varieties of practices in rural schools are extreme. The rural teacher must be a sanitary engineer, agriculturalist, and handyman willing to work for his wages.

645 FAO Agricultural Development and Rural Reform in Denmark by F. Skrubbeltang Agricultural Studies No 22 Rome April 1953 320 pp

"Danish agriculture underwent a marked evolution from about 1784 down to the first half of the present century. These evolutionary changes have resulted in marked increase in agricultural production and in the general welfare of the rural people of Denmark, and have been the subject of much discussion in other countries ... It is recognized that varying conditions in other countries, where major changes aimed at speeding up agricultural development are taking place or are contemplated, will make it impractical to apply the Danish experience directly in many cases. However, the agricultural leaders in such countries should find much of interest and value in this account of developments in Denmark during the last one and one-half centuries. In preparing this study, the author has dealt in considerable detail with the political, social, and economic environment in which changes took place. These changes involved not only technical and organizational improvements aimed at increasing the output and efficiency of Danish farms, but also a rise in the educational level, the level of living standards and the degree to which the farming population participated in the affairs of the country."

646 FAO & INTER-AMER. INST. OF AGRIC. SCIENCES Educational Approaches to Rural Welfare Technical Meeting on Agricultural Extension Turrialba, Costa Rica Aug 23-Sept 2, 1949 51 pp

Four reports on significant experiments in rural education and agricultural extension with a common point of view. They regard the problem as a comprehensive one covering all aspects of rural life and all members of the rural family. But they begin with simple needs as felt by the people and aim to extend the range of activity as the opportunties arise or are created. They work with the people at the community level, not by distributing relief but by promoting self-help and the development of rural organizations. The four papers are: "The Rural School in Guatemala in Relation to Agricultural Extension"; "The Rural Center Approach to Rural Betterment" by the Chief, Extension Education Services and Training in Applied Rural Science, Inter-American Institute of Agricultural Sciences, Turrialba, Costa Rica; "Social Welfare Developments in Jamaica and the Jamaica Social Welfare Commission"; and "The Antigonish Movement in the Maritime Provinces of Canada".

647 FAO Organization and Activities of 4-H Clubs in the United States Washington, D.C. 1949 21 pp (mimeo)

"There is a growing interest in many countries in the development of young people's organizations. This interest is prompted by a recognition of the importance of these organizations not only in promoting the welfare of the young people themselves, but also in encouraging more efficient production and more efficient consumption, enhancing the dignity of farming as a way of life, and preparing young people for their responsibilities as future citizens. The 4-H Clubs in the United States are among the most interesting and important of young people's organizations, and a number of member countries have requested information on their organization, activities and methods. (This) report has been prepared in response to these requests."

648 IBE - UNESCO Facilities for Education in Rural Areas
Pub. No 192 Paris 1958 241 pp (paper)

A survey of 71 countries indicates few separate administrative organizations for rural education as opposed to urban. Tendencies are for urban area needs and practices to overshadow rural areas. Most common practices now in use to meet special rural needs are provision of agriculture or other "practical" courses, special training of teachers, and consolidation of small one-teacher schools into larger units in order to provide expanded opportunities. Details from 71 countries, arranged alphabetically, conclude the survey.

649 JOHNSON, V. Webster "Agriculture in the Economic Development of Iran" Land Economics Vol XXXVI, No 4 (Nov 1960) pp 314-21

"This paper centers around the place of rural institutions in the economic development of agriculture of Iran. As background it deals with some relationships between agriculture and the total economy and, for illustrative purposes, with an institutional look at the economic feasibility of some rural projects. But the central thesis is that rural institutional changes are a necessary part of the take-off for substantial, progressive growth of the economy of Iran .... Expanded extension and community educational programs in the villages should go hand in hand with an enlarged credit program. Greatly expanded secondary and college educational programs are also of primary importance to agricultural development since in land and water resources development it is not capital but trained people that are the limiting factor. Capital can be effectively used only insofar as brain power exists and it is man who must establish the institutions necessary to do a good job of planning for economic development and for executing good development programs.

650 MADGE, C. "Education in a Peasant Society" pp 545-54 The Yearbook of Education - 1956 Univ. of London Inst. of Educ. & Columbia Univ. Teachers College Evans Bros. Ltd. London

Stresses the importance of village education of peasants for increasing agricultural production in underdeveloped areas. Points out that three-fourths of the world's people fall into the peasant category. Claims that fertility is a key problem to be solved by education. Suggests an increased role for the village teacher.

651 MENDRAS, Henri Les Paysans et la Modernisation de l'Agriculture Compte rendu d'une enquête-pilote Travaux du Centre d'Etudes Sociologiques No 8 Centre National de la Recherche Scientifique Paris 1958 140 pp

This book consists of a description of a pilot investigation undertaken in the Sundgau, a region situated at the southern tip of Alsace in France. The author briefly sums up the technical, demographic, sociological and economic factors which may influence progress in agriculture in general. He describes the changes which progress has brought about in every aspect of village life (technical, sociological, economic and cultural) and the psychological factors which make it difficult for peasants to adapt themselves to the continuous progress which is becoming an integral part of modern life. (ILR Sept 1959, p 288)

652 MOREIRA, J. Roberto "Rural Education and Socioeconomic Development in Brazil" Rural Sociology Vol 25 (1960) pp 38-50

"Examines rural elementary education in Brazil in the light of historical phenomena and recent socioeconomic development. Contemporary rural society is described from the point of view of its social structure and the way in which rural educational problems emerge from this context." Concludes that "education alone is not capable of improving the rural conditions of life. Perhaps what is needed mainly is a means of better urbanization. Allied to an educational program must be improved organization of rural production, new sources of financial credit, better distribution of available lands, and programs for rural social services." Only with the support of these other plans can the basic experiments to eradicate illiteracy have major results.

653 NATIONAL EDUCATION ASSOCIATION Improvement of Rural Life (451-13640) Washington, D.C. 1960 100 pp $1.50

Descriptive accounts of the role of community schools around the world in improving rural life.

654 Overseas Quarterly "Education for Rural Progress in Africa" Vol 3, No 2 (June 1962) pp 45-47

"The first requirement of an educational program dedicated to rural progress is a reform of elementary education in the countryside. Elementary education will have to be designed to adapt the individual to serve the community to which he belongs. It will also require in the rural areas the inculcation of technical knowledge, and do this within the framework of African conditions. It must be remembered that rural education for rural progress is a keystone of any realistic program for African prosperity and social contentment.

655 TREGEAR, P.S. "The Primary School Leaver in Africa" Teacher Education Vol 3, No 1 (May 1962) pp 8-17

A thorough examination of the problems of a surplus of job-seeking primary school graduates in Africa, a situation caused by a lack of secondary-school places and aggravated by parental and social pressure on school-leavers to leave their homes and seek employment in the cities. The problem is acute in West Africa, where technical and secondary education facilities have not kept pace with the new programs for compulsory education in Ghana and Western Nigeria. Only 31,000 of the 12-year olds in Western Nigeria can continue their education. The author calls for a "regeneration of the country-side" through improvements in living conditions so as to make agriculture an attractive occupation -- and for a change in the Western-model, urban-oriented schools which alienate the child from his rural environment. He concludes that the time is right for a re-examination of the content of the primary-school curriculum leading away from the acquisition of information and towards a system of education combining an emphasis on the 3 R's with teaching children awareness of the world around them.

656 UNESCO Rural Communities Problems, Methods and Types of Research by I. Chiva Paris 1958 52 pp

This small study of the characteristics and functions of the rural community includes extensive bibliographies for each chapter and a final bibliography of studies of rural communities throughout the world.

See also Entries 298,317,318,328,343,798,912,926,928,977,990,1036,1086.

657 BEHRMAN, Jack N. "Promoting Free World Economic Development Through Direct Investment" Amer. Econ. R. Proceedings of the 72nd Annual Meeting of the Amer. Econ. Assoc. Vol 50, No 2 (May 1960) pp 271-81

Although it is not possible to measure it quantitatively, one of the most useful aspects of U.S. direct investment abroad is the non-financial investment in training indigenous management personnel. Because management talent is scarce at home and the repatriation of top-level men to similar positions in the domestic company is difficult, many U.S. companies have made and are making the fullest possible use of foreign nationals in their companies abroad: one-fourth of the 72 companies responding to a recent survey of foreign investment by the Univ. of Oregon do not employ any Americans in the operation abroad; half employ local managers wherever feasible.

658 BROWN, Andrew M. and others Supervisory Management Notebook Newman Neame London 1953 93 pp

This special workbook, designed for people attending residential courses in executive and supervisory management at Burton Manor, Cheshire, England, contains seven sections, each introduced by an explanatory chapter giving an outline of the more important facts concerning management and supervision, the social and economic background, the human factor in industry, productivity efficiency, the efficiency of personnel, industrial relations and communications. The final section contains five case studies used in the courses at Burton Manor and worked out by the Case Study Writers Circle." (ILR Aug 1954, p 234)

659 BROWN, J. Douglas and Frederick HARBISON High-Talent Manpower for Science and Industry An Appraisal of Policy at Home and Abroad Industrial Relations Section, Princeton Univ. Princeton, N.J. 1957 97 pp

In the first of two essays, Brown discusses the importance of high-talent manpower to the continued growth of the U.S. economy. He treats the roles that should be played by "the State, the University and the Corporation" in the selection, education, utilization of talented persons. Harbison's essay deals with the central role played by talented managers and technicians in the development of underdeveloped nations abroad, with special attention given to the place of education in the development of managerial resources. The central theme of both pieces is the criticality of talented personnel as the "seed corn" for growth of an economy.

660 DUSTAN, Jane and Barbara MAKANOWITSKY Training Managers Abroad 2 vols Council for International Progress in Management New York 1960 527 pp $12.50

A unique research report, financed by the Ford Foundation, on over 450 international managerial training and development programs of private and government organizations throughout the world. Provides information on methods used by American firms to train managers of their foreign branches and to prepare Americans for service abroad. Discusses activities of government organizations in the U.S. and abroad, and includes a section on management training in the Soviet Bloc.

661 INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT The Economic Development of Jordan Report of a Mission organized by the IBRD Johns Hopkins Press Baltimore 1957 488 pp $7.50

"The report appropriately calls attention to the shortage of technical and administrative skills which may hold up the execution of the development program. Purely technical skill can be imported although it may be expensive. Ultimately, the shortage of higher administrative skill may prove to be a much more serious bottleneck than the shortage of purely engineering skills - a fact not readily appreciated by nationalist policy-makers in underdeveloped areas. Engineering skills can be acquired readily by intensive training; administrative skill requires years of experience, and underdeveloped areas are apparently in a hurry."

662 Intl Labour R. "Training of Supervisors" Vol LXXIV, No 4 (Oct 1956) pp 363-83

"Economic expansion in the underdeveloped countries is creating an ever-increasing demand for competent supervisors. In a number of countries long-term programmes for the improvement of supervisors' educational and vocational qualifications are being devised and put into operation. (This) article traces some of the major trends in the development of such training."

663 LAUTERBACH, A. "Managerial Attitudes and Economic Development" _Kyklos_ No 2, 1962 27 pp

Deals with the formation of a managerial group in less developed countries, with its attitudinal structure, with the ways in which its mode of thinking can influence developmental processes, and with the possibilities for public policy to incorporate managerial attitudes into a development program.
Based mainly on research materials from South America, it covers the presence of entrepreneurial initiative; decisions on the location of firms, prestige and markets; profit in less developed countries; cultural variations in managerial attitudes; personality and managerial effectiveness; management attitudes toward labor and toward financial problems in less developed countries; State intervention and development planning .

664 NATIONAL INDUSTRIAL CONFERENCE BOARD _Developing Better Managers, an Eight Nation Study_ A Special Study in Personnel Policy New York 1961 182 pp

Three nations of the eight - Chile, India and Japan - are experiencing problems which are of most applicability to the emerging nations. Chile, attempting to lessen her dependence on copper and expand her industrial base, has a tremendous shortage of managers which is being attacked by younger men working through management development associations. India faces a similar shortage. Years of foreign domination in the business area led to the development of too few managers who were Indian nationals. The recent establishment of Indian companies has led to improvements and the widespread interest in management development activities is encouraging. Japan is continuing her rapid industrial expansion after managing to assimilate western business practices into her oriental culture. Interest in training managers runs high, especially in new companies and "growth" industries.

665 NILES, Mary Cushing _Essence of Management_ Harper New York 1958 450 pp $6

This is a "Principles of Management" book for the Indian business executive. The work is basically a compilation of that American thinking on organization theory and human relations which is applicable to the business and social situation in India.

666 STALEY, Eugene "Development of Small Industry Programmes" (Chap. 9) pp 201-36 Methods of Industrial Development With Special Reference to Less Developed Areas. Papers and Proceedings of the 2nd Study Conference on Problems of Economic Development Organized by the EPA-OEEC Madrid Apr. 10-15, 1961 OECD Paris 1962 350 pp $5

The aim of this work is (1) to examine the role of various types of small industry in economies at different stages of development and to consider what contributions they can make to industrial growth; (2) to describe measures used in various countries to bring forth these potential contributions of small industry; and (3) to suggest a procedure of survey and planning by which to develop a small industry program suitable for a particular country. The importance of educating the small businessman in sound business practice is emphasized throughout the program.

667 STEPANEK, Joseph E. Managers for Small Industry - An International Study for International Industrial Development Center, Stanford Research Inst. The Free Press Glencoe, Ill. 1960 245 pp $6

The writer draws upon his long experience with the problems of small industry not only in the U.S. but also in a number of Asian countries. His main theme is that industrial revolution cannot be imported whole; change must come internally through the development of human resources. He points out that in newly industrializing countries "the growth of managerial skills has not kept pace with aspirations for industrial growth" and therefore "drastic measures to develop this limiting factor" seem necessary. The study deals with the question of managers and not the techniques of management. It tries to answer the question of "how entrepreneurs are generated by a society and how they develop into modern small industry managers." While there are certain qualities required of good managers about which nothing much can be done, there are areas where direct measures taken by governments and private organizations can accelerate management development. It is in this connection that four out of the ten chapters deal with management training plans for small industry. The study is intended to assist government officials, technical assistance personnel, investors and others concerned with industrial development.

668 UNITED NATIONS Dept. of Econ. and Social Affairs Management of Industrial Enterprises in Under-developed Countries New York 1958 35 pp

"Industrialization involves not only capital resources, labour and raw materials, but also another factor of production --

managerial skill. In most under-developed countries, this is a scarce factor, and in some, to the same extent as capital resources, if not more so .... It is increasingly realized, however, that merely transplanting methods and techniques developed in the industries of advanced countries is not always the right answer ; management has its own particular problems in underdeveloped countries. It faces most of the problems found in developed countries plus the fact that the industrial enterprise in most underdeveloped countries functions in an essentially unfavorable environment .... Thus, the typical manager in an underdeveloped country, in addition to his conventional managerial duties, has constantly to adjust to, and allow for, the inadequacies of his environment. He has to improvise, provide solutions and, in particular, compensate for the lack of many facilities which, in a developed country, are available as 'free goods' and often taken for granted by his counterpart there. It is these conflicts between conventional management and the environmental conditions which prevail in most underdeveloped countries that the present report attempts to explore .... Broadly defined, the purpose of this report is to arrive at a number of practical propositions which are applicable in the context of the present stage of development of the underdeveloped countries. It was considered useful, however, also to explore briefly a number of areas related to the improvement of the environment itself, such as certain long-run problems of recruitment and training of managerial personnel."

669 ZVEGINTZOV, M. "Management in a Modern Scientific and Technological Age" Impact of Science on Society Vol XI, No 1 (1961) pp 53-73

Focuses on need for management to adapt to the rapid changes caused by scientific and technological progress. Drawing largely on British experience, the author discusses and gives examples of some technological and human problems associated with the shift from the traditional, craft-oriented processes to those automated mass production techniques which typify modern industry. A discussion on management in underdeveloped areas instructs the advisor from a developed country not to apply techniques and processes applicable to his country, but to "get the general 'feel' of the area, its population and its problems; not only of the particular project, or aspect of it on which he is engaged, but how the project must fit into the life of the country, what effect it will have on that life, and also what the general conditions are while it is being pursued." On education and training, the author suggests that prospective managers should be taught how to think out their problems, not taught solutions; training should be closely related to the actual situation in industry; and management and industrial administration as academic subjects should become less "academic".

See also Entries 300,356,372,383,404,520,521,776,779,781,850,878,920,921, 944,955,967,969,970,972,974,975,983,988,997,999,1000,1026,1031,1062,1070, 1071,1083,1114,1123,1128,1136,1140,1150.

670 ARABIAN AMERICAN OIL COMPANY Policies and Programs for the Training of Saudi Employees A General Guide Dharan 1957 37 pp

"For many years great emphasis has been given to the training and utilization of Saudi employees. The approach that has been taken, through a combination of job experience and training assignments, has had the result of greatly increasing the Saudi participation in the skilled work of Aramco ... This manual is a revised official general guide for all members of management who are concerned with the training and utilization of Saudi employees."

671 ARBEITSGEMEINSCHAFT FUR WIRTSCHAFTS- UND ARBEITSBEZIEHUNGEN Berufsbildung in Baden-Württenberg Untersuchungen in Handwerk, Industrie, Handel, Landwirtschaft von der Studiengemeinschaft für Berufsbildung unter Leitung von Karl Sautter Schwenningen/Neckar, Neckar-Verlag 1954 262 pp

"An account of a study of vocational training in Baden-Württenberg, one of the states that form part of the Federal Republic of Germany. The purpose of the study ... is to draw attention to the need for improving the institutions responsible for the vocational training of young persons. All aspects of that problem have been subjected to a systematic and detailed examination, covering in particular general education from the point of view of the help it gives to vocational training, vocational guidance, methods of practical and theoretical training, the financing of training, supervision during training and examinations at the end of the period of apprenticeship.... The study contains a very full monograph on vocational training as organised and made available in a state whose economy depends mainly on medium-scale industry, crafts, trade, and agriculture." (ILR Feb 1955, p 218)

672 BERNICK, Paul "New Skills for New Societies. How Train Today's Young People who will be Working in the Year 2000?" Intl. Dev. R. Vol 2, No 2 (Oct 1960) pp 6-10

The article is concerned primarily with how to train young people for work in the underdeveloped countries which cannot wait for a skilled labor force to emerge gradually in the wake of industry,and considers the experience of ORT (Organization for Rehabilitation through Training) in vocational education in Morocco, Tunisia, Algeria and Iran. Among the problems discussed, together with the manner in which they were met, are: overcoming early resistance to trade school education for children; alleviating the shortage of teachers for the new schools; overcoming mental, emotional, social and physical retardants; deciding what to teach and for how long and whom to train with little information available to indicate future needs of industry; the levels of skill needed in various countries; making training at various levels available to more young people; and providing for general education.

673 CROSSMAN, E.R.F.W. Automation and Skill Problems of Progress in Industry No 9 Dept. of Scientific & Industrial Research (D.S.I.R.) London 1960 3s.6p.

An account of the industrial survey of the human implications of automation, this booklet discusses the skills required of human operators in highly-mechanized and automatic plants, as well as problems of selection and training.

674 Dun's Review "Fiat - Italian Giant and Workers' Paradise" May 1962 p 55 75¢

As part of Fiat's $16-million-a-year social welfare program for workers and their families, the company operates a variety of training schools. Its courses include three years of instruction in mechanical skills for teen-agers, two years of special instruction to graduate engineers, a one year management course by Harvard Business School professors.

675 GREAT BRITAIN - NATIONAL INST. OF ADULT EDUCATION Liberal Education in a Technical Age A Survey of the Relationship of Vocational and Non-vocational Further Education and Training Max Parrish London 1955 128 pp 6s

"The problem of encouraging students to widen their cultural interests while providing for their vocational education has many aspects, and the committee does not pretend to have covered more than a part of the ground. Its general conclusion is that vocational education in England and Wales is by tradition too narrowly conceived, and a number of interesting suggestions for broadening it are contained in the report." (ILR Jan 1956, p 101)

676 HASSON, Guy D. La Formation dans l'Enterprise et ses Problèmes Commander c'est aussi ... former! Editions de l'Enterprise Moderne Paris 1955 141 pp 970 francs

"Gives a general survey of the 'training duties' that have become indispensible to managements as a result of the demands made by modern social, economic and technical developments, and a brief description and comparative analysis of the training techniques and methods most frequently applied in undertakings. This study might serve as a guide in drawing up an over-all training programme for undertakings."

677 INTERNATIONAL CONFERENCE ON MIDDLE LEVEL MANPOWER Training Center Plan for Building Construction Occupations (Village and Community Development) Human Skills in the Decade of Development San Juan, Puerto Rico Oct 1962 31 pp

This training plan is intended to assist developing countries to identify, train, and utilize their manpower resources in meeting national objectives and the cultural, social and economic growth of its citizenry. It is designed to train 100 building and construction workers in more than 20 skills from carpenter to construction superintendent with a staff of 20 instructors. It is assumed that students will have a minimum of 6th grade education and average intelligence. The training program is designed to train each individual to his optimum potential. It must be specific and comprehensive enough to provide the specific knowledge required by personnel with various levels of intelligence, training experience, and skills. The training program is divided into three training levels, each level designed to provide knowledge and skills necessary for effective growth and development of each individual student. Each level may serve as terminal training for individuals with less ability, who have achieved optimum potential at that level.

678 ILO Bibliography on Vocational Training Bibliographical Contributions No 12 Geneva 1957 39 pp

This bibliography deals primarily with the training of production workers. References are organized by country and the appendix lists ILO publications and documents on vocational training, many of which have been prepared for use in newly industrializing areas.

679 ILO Vocational Training Report VII (1) 45th Session 1961 Geneva 1960 103 pp 75¢

A brief review of vocational training legislation and methods utilized in a number of different countries. This was compiled as the basis for a full-scale discussion during the 45th session of the ILO Conference.

680 Intl Labour R. "The Apprenticeship of Women and Girls" Vol LXXII, No 4 (Oct 1955) pp 283-302

This article presents the results of a study concerning the position of women as regards apprenticeship. The study was carried out within the framework of research on the structure of employment of and the vocational training available to women and girls throughout the world.

681 Intl Labour R. "International Exchanges of Trainees" Vol LXXV, No 3 (Mar 1957) pp 230-45

This article is a summary of the information communicated to the ILO in 1956 in reply to an inquiry "concerning the opportunities extended by member states to foreign workers for practical vocational training or the improvement of acquired skills." It is shown that "these activities are still on the increase and that, in addition to the exchanges that have already been going on for many years among European countries, an increasing number of trainees come from other parts of the world not only under technical assistance schemes but also under all sorts of other arrangements, both national and international."

682 Intl Labour R. "International Technical Assistance in Vocational Training" Vol LXXV, No 6 (June 1957) pp 514-29

"Vocational training is the form of assistance for which the ILO receives the largest number of applications ... Speedy and remarkable results can be obtained from technical assistance at comparatively little cost; once an international expert has trained a number of local instructors, the latter can carry on his work by themselves, thus continuing the process of training indefinitely." This article "contains a brief description of the achievements of the ILO in this field since 1950."

683 Int'l Labour R. "Labour Problems of Modernization in the Textile Industry" Vol 81, No 6 (June 1960) pp 527-56

"Since many of the developing countries start their industrialization by establishing cotton textile mills, there has been a gradual shift in the location of the textile industry towards these countries accompanied by a contraction of the industry in some of the older manufacturing countries. Some of the resulting problems -- such as those relating to redundancy, application of work study methods, training, working conditions and labour-management relations -- are, moreover, to be found everywhere. The article describes how far these problems have arisen and gives examples of the solutions found for them." On training, it is suggested that "cooperation between employers' and workers' organizations is the most fruitful line of approach, since the difficulties of training are often beyond the means of individual undertakings." In many countries, public authorities also assist.

684 Int'l Labour R. "The Organisation of General and Vocational Education in France" Vol 52, No 6 (Dec 1960) pp 525-41

"To make allowance for the different rates of mental development of individuals and permit those who have broken off their education prematurely to develop their capacities to the full at a later date, a national system of education must not only be organised so as to offer a wide choice of courses to school children but also leave room for changes of bent and further improvement throughout the working life of adults. The aim of this article is to show how the French educational system is planned to meet these demands. The author presents a purely descriptive picture of the alternative forms of general, technical and vocational education and of the various possiblities of transfer from one to another, without going into the teaching methods employed in them."

685 Intl Labour R. "The Training of North African Metal Workers in France" Vol LXVIII, No 1 (July 1953) pp 76-84

This article deals with data concerning the degree of skill required by North African workers in French metal works. "The first experimental attempts to make up for the lack of basic education among North African workers and to prepare them for employment provide the material for a series of general observations on the curricula and organization of vocational training for North Africans. The interest of this study goes beyond the particular field to which it directly relates, for the introduction into highly mechanized industry of workers belonging to non-industrial regions gives rise to similar situations in all parts of the world."

686 Intl Labour R. "Vocational Guidance and Training for Women" Vol LXVI, No 1 (July 1952) pp 56-76

This report is an attempt to give a broad picture of the specific problems of vocational guidance for women. "All the recommendations and resolutions of the ILO regarding vocational guidance and training implicitly relate to women and girls as well as to men and boys. Nevertheless, the ILO has also expressly laid down certain principles to promote equality of opportunity for young persons and adults of both sexes. Although these principles are gaining acceptance in a growing number of countries, they are still only applied sporadically, in a way that varies from country to country and in the different branches of activity in the same country."

687 Int'l Labour R. "Vocational Training and the Establishment of Service Workshops in a Poor Rural Area - The Experience of the Andean Indian Programme" Vol 85, No 2 (Feb 1962) pp 129-47

A detailed account of progress made and problems encountered together with discussions of factors bearing on the problems. "The experience gained shows that in a poor rural environment, vocational training must be planned with an eye to two things - education and economic success - and must be based on a central workshop which, in addition to acting as a training institution, gives technical support to schemes in the villages within a certain radius." The launching of programs such as this one requires fairly substantial funds. "As the developing countries have only limited resources, the initial period should be followed by a spell of consolidation during which every effort must be made to make the scheme pay its way." Priority should go to educational considerations during the initial period. During the second period, "the central workshop, while continuing to give vocational training as a sideline, should concentrate on the production, supply and marketing problems which must be overcome if the village workshops are to continue as going concerns."

688 Int'l Labour R. "Youth Employment and Vocational Training Schemes in the Developing Countries" Vol 86, No 3 (Sep 1962) pp 209-34

"This article is concerned with the methods proposed or employed by the governments of many developing countries to channel the energies of their young people into work of national importance ... It follows the recommendations of a meeting held under the auspices of the ILO which emphasized the useful lessons to be drawn from an analysis of current schemes to deal with the problems caused by unemployment among young people in the developing countries, and also expressed the hope that an examination would be made of similar experiments attempted in the past." The article cites military service and technical training programs as methods employed in the past to utilize these groups and urges that underdeveloped countries with potentially useful groups of unemployed youth institute labour and vocational training programs.

689 JEANGROS, Erwin "Reform of Vocational Training in Switzerland" Intl. Labour R. Vol LXXX, No 5 (Nov 1959) pp 373-90

"The multiplicity of trades today and the continual appearance of new industries based on technical innovations mean that the skilled manual worker in modern industry must, if he is to advance in his career, be capable of transferring easily from his basic occupation to an applied one or mastering quickly the skills demanded of him by new industrial techniques. Traditional forms of apprenticeship are no longer entirely suitable for this; what is required is a broader-based type of apprenticeship combining the strictly practical training of the workshop with the fundamental theoretical education of the technical trade school. It is for these reasons, among others, that Swiss federal legislation on vocational training is in the process of being revised." The main features of the proposed reform are: principles of free voluntary vocational guidance and free choice of occupation; provision for apprenticeship arrangements supervised by the cantons; various facilities for further training and opportunity for training and advancement of heretofore unskilled and semi-skilled workers; a program of study grants and a revision of the methods of allocating federal subsidies.

690 LEIPMANN, Kate Apprenticeship An Inquiry into its Adequacy under Modern Conditions Routledge & Kegan Paul London 1960 204 pp

A study of apprenticeship in Britain (in three different industries: engineering, printing and building trades), certain features of which are changing continuously and rapidly. "Apprenticeship forms part of the system of education and part of the economic system since the employer both trains and pays for productive work." Its success is determined largely by the amount of harmony existing between the two. Since apprenticeship has roots deep in the past, this book explores how adequately apprenticeship is adapted to modern conditions. Most of the "modifications made in adjustment to recent technical and other developments have been made in such a manner as to preserve the power of employers and trade unions to bend apprenticeship to their own ends. ... Employers and trade unions seem to have come to terms on the issue of apprenticeship; but the outcome is in various respects at variance with the national interest. ... Considering all circumstances, the national interest would seem to require that the State must take the prime responsibility for training for industry, both in its quantitative and in its qualitative aspects."

691 MOLLENBERG, Gustav "Wirtschaft und Berufserziehung: Die Verantwortung des Unternehmers in der Berufsausbildung" Wirtschaft und Schule Volkswirtschaftliche Gesellschaft e.V. (Lebendige Wirtschaft series No 3) C. W. Leske Verlag Darmstadt 1954 208 pp DM 6.80

"In this article, which appears in a book on the relationship between educational establishments and the national economy, Mollenberg emphasizes that in the Federal Republic of Germany the main emphasis is placed on in-plant training, which is considered to be the only form of training capable of adapting itself to the rapid progress of industrial technology...(He) considers that vocational training and general education are inseparably linked... (He) recognizes that the extension courses given at vocational schools are a useful supplement to the theoretical and practical instruction given in the undertaking. In his view these schools might make a further contribution by setting up instructors' courses for the benefit of medium and small-scale undertakings, which are unable to arrange courses of their own."

692 NATIONAL PLANNING ASSOCIATION The Rise of Chronic Unemployment Planning Pamphlet No 113 Washington, D.C. 1961 41 pp $1

This study describes the character of chronic unemployment in the U.S., analyzes the size of unemployment by category of persons and by geographical areas of the country, and recommends government programs for dealing with the problem. Although the first prerequisite for mitigating chronic unemployment is an adequate rate of growth of the economy as a whole, it is suggested that the elimination of the competitive handicaps of specific groups of people and areas which bear an undue burden of unemployment may have a positive effect on the entire economy and reduce the high level of over-all unemployment somewhat. Recommendations for government programs pertain to unemployment benefits legislation, provision for technical assistance and financial aid to assist industrial development in areas of persistent labor surplus, and the development of skills and mobility in unemployed workers. It is recommended that provision be made for retraining programs for unemployed workers, subsistence grants for workers undergoing retraining, retraining and resettlement grants for workers desiring to migrate from distressed areas, a program to promote "off the farm" job opportunities for families on small farms, programs to combat discrimination against older workers and discrimination on racial grounds, programs to assist young workers with adequate training and education, and programs to assist the readjustment of workers displaced by automation and other technical advances.

693 NOZET, Henry "Audio-Visual Aids and Vocational Training" Intl Labour R. Vol LXVI, No 4 (Oct 1952) pp 338-53

One of the most important and complex of the human and labor problems in industry is that of training "workers so that they may become highly skilled, take an interest in their work, and be capable of continually improving their qualifications. This article shows how certain media of mass communication, known as 'audio-visual aids', may help to solve these varied problems of vocational training. The author, who has specialized in the use of audio-visual techniques, analyzes these aids to training and explains how they may be applied in general and specialized vocational education and as a means of informing the workers."

694 OEEC Training Possibilities in Europe Newsletter - Third Country Training No 56 Paris Feb 1962 484 pp

The newsletter is not intended for the publication of complete information on all existing university and higher learning curricula in Europe; it is more particularly designed to announce courses and practical training which have not been formally published in a European-wide survey, and which are limited to those facilities offering a special opportunity for participants coming from countries in the process of economic development. Therefore, emphasis will be placed upon practical on-the-job training offers. The general fields covered include: agriculture, industry, transportation, labor, health, education, public administration, community development and private enterprise.

695 OEEC The Training of Workers within the Factory Survey of industrial in-plant training programmes in seven European countries Project No 179 by Nat'l Inst. of Industrial Psychology, London EPA Paris 1957 90 pp

"The effectiveness of the training of factory workers has an important bearing on industrial productivity. Developments of production methods in this century, particularly in some of the newer industries, have made it possible to employ large proportions of semi-skilled and unskilled workers in the factories; the training of this kind of operative has been relatively neglected until recent years, presumably on the assumption that because his work was simple in comparison with that of the craftsman, he would be able to learn it with a minimum of assistance ... The aim of the survey was to study current practice in the systematic training of operatives within the factory itself; courses in technical schools or training centers were specifically excluded unless they had been arranged by a factory or a group of factories acting in concert. The training of craftsmen was also excluded."

696 Review of Educational Research "Vocational and Technical Education" Vol 26, No 4 (Oct 1956) pp 345-410 and "Vocational, Technical and Practical Arts Education" Vol 32, No 4 (Oct 1962) pp 365-433

These two issues review literature for the previous six year period under the following headings: Vocational Selection, Career Planning, Agricultural Education, Home and Family Life Education, Industrial Education, Business Education, Technical Education, Distributive Education, and Work Experience.

697 ROYAL DUTCH SHELL GROUP A Survey of Training Programmes Undertaken by Companies of the Royal Dutch Shell Group in the Developing Countries Public Relations Division Shell International Petroleum Co. Ltd. London 1961 90 pp (paper)

Sets forth the philosophy of the Shell Group's investment in education in Africa, Asia and South America where the company's industry is concentrated. Examples from the field serve to round out what may be a primary example of industry's relationship to the development of human resources.

698 SEYMOUR, W. Douglas Industrial Training for Manual Operations Sir Isaac Pitman & Sons London 1954 203 pp 20s

"This book outlines methods of improving industrial skills that have been introduced into a wide variety of industries in Great Britain and elsewhere in Europe during the past ten years. The author does not recommend that the methods given be copied; rather he believes that in order to achieve the best results and the fullest benefits from improved operator skills and specialized methods of training it is essential to understand the basis on which they are built as well as the practical steps by which they are applied." (ILR Nov 1954 p 462)

699 SILBERSTON, Dorothy Youth in a Technical Age A Study of Day Release Max Parrish London 1959 288 pp 21s

Part-time day release, a system designed to give young persons in the United Kingdom, especially those between the ages of 15 and 18, vocational training and general education appropriate to their needs and capacities, is growing rapidly. The results of research and investigation carried out by the author into the development of the system are recorded in this book. The final chapter discusses the outlook for the future of the system, which the author considers an outstanding educational development since 1945. (ILR Aug 1959, p 198)

700 THUDICHUM, M. "Worker-Trainees A Form of Technical Assistance" Intl Labour R. Vol LXX, No 2 (Aug 1954) pp 168-89

"In this article an account is given of the working of the ILO worker-trainee programme, the aim of which is to produce skilled industrial workers." The Yugoslav programme is reported on in some detail; the Turkish programme is discussed briefly; also mentioned are the Colombian, Iranian and Israeli programmes.

701 UNESCO Education in a Technological Society A Preliminary International Survey of the Nature and Efficacy of Technical Education Tensions & Technology Paris 1952 73 pp

Pointing out that an educational system which carries considerable numbers of persons beyond the elementary level must be "community structured", taking account of the means by which the society exists and prospers, or it will turn out citizens educated for a non-existent way of life, the expert Conference on Educational Systems and Modern Technology concluded that (1) present technical education is inadequate to future needs, (2) general education inclines toward "know about" instead of "know how", (3) the culture content of technical education is inadequate, and (4) technical education (including apprenticeship and t-w-i) tends to be too narrow. The conference then set itself to propose ways to form a "whole man" capable of living in a technological society and transforming it to meet the material and spiritual needs of the age.

702 UNESCO An International Bibliography of Technical and Vocational Education Educational Studies and Documents No 31 Paris 1959 72 pp

Intended as a reference work for educational administrators and specialists in technical and vocational education, this annotated bibliography covers some 90 countries. It is in three parts: Parts I and II deal with general and regional publications. Part III, the largest, reviews literature in individual countries and territories. Where suitable bibliographical materials were not available, a certain amount of general information on technical and vocational education is included without direct reference to any published source. Omitted or limited coverage is given to the United Kingdom, the United States, and the U.S.S.R. which are covered in separate publications.

703 UNESCO Secondary Technical and Vocational Education in Underdeveloped Countries Educ. Studies & Docs. No 33 Paris 1959 34 pp

"Three countries - Brazil, Ghana and the Philippines - have been selected in this study for the purpose of discussing provisions for technical and vocational education for the age-group 12 to 18. The discussion has been related to economic development in the countries concerned. Where possible, conclusions have been drawn as to the kinds of measures that must be taken if economic development is not to be retarded. Technical and vocational education has been considered in the contexts of secondary education and of education in general .... Certain basic points stand out clearly, particularly with regard to the almost universal need to improve agricultural education facilities and to establish much closer co-ordination, whatever form this may take, between industrial and educational authorities. On these two points there is a wealth of opportunities for close study and analysis, for very little has been done to date. An exception, about which a good deal is said in this report, is the Senai system of industrial training in Brazil, where a realistic attempt has been made to relate education facilities to manpower needs."

704 US DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ. Buildings, Equipment and Facilities for Vocational Agriculture Education Voc. Div. Bull. No 284, Agricultural Series No 76 Gov't Printing Off. Washington, D.C. 1960 90 pp 45¢

This bulletin is primarily for use when planning new construction of buildings and facilities adapted for vocational agricultural training. It covers "Planning", "Selecting construction materials," "Tools and Equipment", etc.

705 US DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ. Research in Industrial Education, Summaries of Studies, 1956-59 Cat. No. FS 5.284:84016 Gov't Printing Off. Washington, D.C. 1961 148 pp 60¢

Includes summaries of doctoral, master's and staff studies reported during this period in alaphabetical order by author; a list by author of the doctoral studies previously summarized; and a subject index of all studies summarized.

706 VENABLES, P.F.R. Sandwich Courses for Training Technologists and Technicians Max Parrish London 1959 160 pp 18/

——————— and W.J. WILLIAMS The Smaller Firm and Technical Education Parrish London 1961 223 pp 30s

Two recent books on vocational training in the United Kingdom. Sandwich courses consist of alternating periods of business or industrial training and academic study at a university or other educational establishment. The sandwich course is not a modern day conception although it is true that they have not gained much educational prominence until recent years. Drawing on English experience, the author discusses some of the current problems and lays out possible solutions. There is also an interesting section on industrial training by R. Ratcliffe.

707 ZOLOTAS, Xenophon Economic Development and Technical Education Bank of Greece Athens 1960 60 pp

The book in its early chapters discusses the role technical education plays in economic development and places stress on the need for underdeveloped countries to consider technical and vocational education as one of the fundamental elements in the general economic programme; it points out that without education no effective use of available material and human resources is possible. This is followed by an expose of post-war conditions in Greece -- the inadequacy of technological progress and its effect on the rate of economic development -- and a review of the conditions caused by the scarcity of business executives, of trained scientists and technicians, of administrators and of farmers, as well as of the deficiencies of the industrial labor force . The discussion leads to suggested measures for expanding technical and vocational education in the primary, secondary and tertiary sectors of the Greek economy.

8. NEW EDUCATIONAL TECHNIQUES

See also Entries 299,482,574,849.

708 Asia Foundation Prog. B. "Burma's 'Okkalapa Solution'" No 22 (March 1962) pp 1-3

A report on the process of developing pre-fabricated low-cost school structures to meet expanding educational needs in Burma. Adequate plants were created at $42.13 per square foot per classroom, and $0.91 per square foot for central halls. Possibility of expansion to low-cost housing.

709 CLINCHY, Evans "The New Education - Survey of Developments in the USA that have Worldwide Significance" Intl Dev. R. Vol 4, No 3 (Sept 1962) pp 9-15

The high school curriculum being developed in mathematics, chemistry, physics and foreign languages, recent revisions of the theory of learning and the changing patterns of school organization in the USA are offered to new nations as an alternative in the planning of their rapidly developing educational system.

710 COMMONWEALTH EDUCATION LIAISON COMMITTEE Report of the Commonwealth Conference on the Teaching of English as a Second Language held at Makerere College, Uganda Government Printer, Entebbe, Uganda Jan 1961 56 pp 4s

The Conference concluded that the teaching of English as a second or later language is distinct from the teaching of English as a Mother tongue. Recommendations which are found in the Report can be divided into two main groups: those which involve new departures or altered emphases in the academic field, and those proposing changes in organisation to meet the needs of this new situation. They suggest not only how the provision for the teaching of English as a second language in the Commonwealth can be improved but also how the fullest and most efficient use can be made of the present limited resources.

711 EDUCATIONAL FACILITIES LABORATORIES, INC. Profiles of Significant Schools New York 1960 20-30 pp

A series of pamphlets each devoted to one specific building designed to provide school planners with a detailed knowledge of the most adventurous new U.S. schools by showing why the school was designed as it was and how it was designed and built.

Thus the profiles explore the educational program (which may in itself be unusual), any architectural innovations the design may contain, and any special features of interest such as air-conditioning and flexibility or open planning. Of interest to any community planning a more-than-one-room school building.

712 EDUCATIONAL FACILITIES LABORATORIES, INC. Schools for Team Teaching Profiles of Significant Schools New York 1961 64 pp

An examination (with illustrations) of ten elementary and secondary schools in the U.S. designed to facilitate teaching of larger numbers of children (up to 100) by teams of teachers whose special talents can be made available to the appropriate children in groups varying from one to 100, depending on whether the activity is a teacher-to-child coaching session or an illustrated science lecture for all the children.

713 FRANCE, REP. OF Min. de la Coopération Scholarisation au Tchad Paris 1961 104 pp + 120 pp annexes

Presents comprehensive recommendations for the reform of primary education and the establishment of a new but temporary, educational track designed to rapidly increase the school population in the Republic of Tchad to 60% of the school age population by 1975. The new track, giving a three year basic education to children from nine to fourteen years old, would be replaced through the expansion of the reformed primary track by 1975. The publication, prepared by an economist and an educator, includes an extensive analysis of the demographic, economic, financial, and educational situations in Tchad as of 1961. This study was followed by similar ones for Upper Volta and Dahomey.

714 GATTEGNO, C. From Actions to Operations A detailed Outline of Teaching Cuisenaire Co. of America, 246 East 46th Street New York 1959 56 pp + classroom kit for 25 pupils

——— Modern Mathematics with Numbers in Colour Cuisenaire Co. Reading, Pennsylvania 1960 84 pp

A new approach to mathematics teaching applicable from first grade through high school based upon the principle of helping children discover mathematical relationships by manipulation of colored rods which are multiples of centimeter cubes. The theory holds that children learn better when they see and feel such actual quantities. Although subject to some controversy, the method has recently been rather extensively adopted both in the United States and some foreign countries. It appears to have a particular potential for use among people whose number concepts are not the same as those in "western" nations.

715 GOODLAD, J.L. and R.H. ANDERSON The Nongraded Elementary School Harcourt Brace New York 1959 248 pp

A basic work describing the general organization and theoretical concepts behind a recent trend in U.S. schools to adapt classroom structure more nearly to fit individual student learning patterns than the conventional grading system has done. This work refers to several variations on non-graded programs already under way in 1958 and is the reference of many other such programs since begun. The essence of most ungraded programs is some manner of assuring continuous progress for each learner, thus avoiding costly repetitions and "gaps" in skill subject acquisition.

716 IBE - UNESCO Expansion of School Building Pub. No 184 Paris 1957 244 pp (paper)

The universal shortage of school premises and current means being taken to alleviate the shortage are explored in this survey of 57 member nations, details of which are reported alphabetically by country following a general comparative study. Trends involve both greater freedom of action for local authorities and more overall central authority attention to efficiency of construction and integration of school planning into general economic policy. Concepts of educational needs as determining variables in school constructions lead to modifications of architectural and financial planning, added research, and exchange of information between regions and nations. Extensive international assistance programs for school construction have not yet been developed.

717 LAUBACH, Frank Thirty Years with the Silent Billion: Adventuring in Literacy F. H. Revell Westwood, New Jersey 1960 314 pp

The author sets forth principles which he has applied to hundreds of languages all over the world. First, he produced ingenious writing systems for languages never before written, or modified difficult writing systems into simple, consistent ones, using in either case the Roman alphabet or an adaptation of existing systems of notation. Second, he invented a system of key-words and simple drawings by means of which people could learn to associate one symbol consistently with one sound. Third, he invented teaching techniques that are an astute blend of psychology, Christian humility, and missionary zeal.

718 LERNER, Daniel and Richard D. ROBINSON "Swords and Ploughshares: The Turkish Army as a Modernizing Force" World Politics Vol 13, No 1 (Oct 1960) pp 19-44

A recent reform in military training in Turkey has been a move toward making "each man a qualified modern soldier and, upon his return to civilian life, a qualified modern man .... As the number of such young men grows, the prestige of the military becomes identified increasingly in the public mind with technical competency .... Even general education may be identified with the military in the public mind, by reason of the large scale program of basic education now being instituted by the Turkish army. The major purpose of this effort is to submit all illiterate draftees, who demonstrate in tests the native intelligence to participate successfully, to a seven week curriculum in reading, writing, arithmetic, measurement, and elementary school studies .... There is reason to expect that this army program may give general education in the villages and small towns a very healthy shot in the arm by raising public acceptance, and even demand, for secular education. This will represent a vast change in attitude from the early days of the Republic, when secular education was resisted vigorously by large elements of the general public."

719 MITCHELL, M.G. "Comments on the Use of New Techniques" pp 91-6 Final Report of the UNESCO Conference of African States on the Development of Education in Africa - Addis Ababa 1961 Paris 1961 130 pp

This paper, presented by the president of Encyclopedia Brittanica Films, calls attention to the great need for new ways of teaching, pointing out that newly developing nations have a golden opportunity to take advantage of the newest techniques, thus avoiding errors that established systems have made. He calls special attention to programmed learning as one of the more promising of these new ways.

720 NATIONAL COUNCIL ON SCHOOL HOUSE CONSTRUCTION Guide for Planning School Plants Michigan State Univ. East Lansing, Mich. 1958 173 pp

The National Council has met annually since 1922 and is currently publishing a Guide each year. The guides have been developed over the years through research and critical analysis of best practices. The guide provides specific minimum recommendations for planning, construction, and remodelling of school plants in the following specific areas: site development, elementary school, secondary school, community school, general facilities, school plant safety, service facilities, accoustical, audio-visual, and custodial facilities.

721 RICHARDSON, J. C. "A Proposal to Break the Communications Barrier -LIFEL - Limited Function English Literacy" Int'l Dev. R. Vol IV, No 3 (Sept 1962) pp 32-5

The premise of this article is that rudimentary technical knowledge can be easily imported to the underdeveloped world once it is literate. The proposal is that a limited functional vocabulary in English (or French or Spanish) be taught on a world-wide scale by a relatively inexpensive teaching machine using programmed material. Illustrated pamphlets on appropriate subjects, comprehensible to all people - regardless of locale, language or education - who have a reading knowledge of the limited functional vocabulary, would be delivered along with the teaching machines and would slowly become decipherable to the students. The program should be thoroughly researched, tested on a small scale, modified if necessary, and if proven feasible, implemented on a massive scale.

722 SCHWINN, Audrey M. "Revolution in Reading" Oberlin Alumni Magazine Vol 57, No 5 (May 1961) pp 4-8

SPALDING, Romalda B. and Walter T. The Writing Road to Reading A Modern Method of Phonics for Teaching Children to Read Whiteside Inc. and Wm. Morrow & Co New York 1957 238 pp

A description of and compelling argument for the "Unified Phonics" approach to teaching writing, reading, and spelling almost simultaneously through the avenue of writing, a system used with great success in Hawaii and in several U.S. mainland cities. An Oberlin College professor, who teaches a course in the psychology of learning in the town where his method has been applied, describes it as "an example of training the learner to use parallel skills. Spelling, pronunciation of phonograms and complete words, writing as well as reading -- all are parallel skills, inasmuch as they are all verbal skills. The Unified Phonics method appears to be making use of important principles in the psychology of learning, namely that a high degree of transfer is ordinarily obtained in learning parallel skills. That is, learning to spell at the same time that one is learning to pronounce phonograms and complete words should produce faster and better learning of both skills than learning first one and then the other." The second title above describes the method in detail.

723 SOUTH PACIFIC COMMISSION A Selected and Annotated Bibliography of Tropical Housing Tech. Paper no 76 Noumea, New Caledonia Jan 1955 38 pp (mimeo)

World-wide coverage of recent studies, experiments and improvement programs in use of indigenous materials for housing - private, school, hospital, etc.

724 STERN, Catherine Experimenting with Numbers Houghton
Mifflin Co Riverside Press Cambridge, Mass. 1954
111 pp (paper) + technical manuals and student equipment

__________ Children Discover Arithmetic An Introduction
to Structural Arithmetic Harper & Bros New York 1959 295 pp

A recently developed method of teaching the meaning of arithmetic concepts by means of pupil manipulation of unit blocks. Unlike the Gattegno-Cuisenaire system, Stern sees most appropriate use in the primary grades. Otherwise, except that these are square block units rather than rods, the rationale of the two systems is essentially the same. Both contain potential for use in non-literate or pre-industrial teaching situations. Second title above sets forth the basic principles of this method.

725 STODDARD, Alexander J. Schools for Tomorrow - An
Educator's Blueprint Fund for the Advancement of
Education The Ford Foundation New York 1957 61 pp

There are three major areas of concern in this country over problems of education: (1) the size of the job (growing enrollment); (2) adequate personnel (teacher procurement and training); (3) utilization of educational television. This author, who visited 76 communities around the country and talked to countless people about educational problems, feels that since the numbers to be educated will continue to grow and since there is an impending teacher shortage, two things must be done: tap our potential supply of teachers from among the Liberal Arts college graduates (finding new methods of recruitment and training for them), and utilize educational television not only to supplement and enrich, but also to become an integral part of the educational program, relieving teachers of various of their former functions. He stresses also the advisability of training teacher aides for many of the nonprofessional responsibilities now carried by teachers.

726 TRUMP, J. Lloyd Images of the Future A New Approach
to the Secondary School, Experimental Study of the
Utilization of the Staff in the Secondary School Nat'l
Assn. of Secondary School Principals, 200 Gregory Hall,
Urbana, Ill. c. 1959 46 pp (free on request)

Embodies a number of ideas to further the quest for quality developed by the Commission, the purpose being not to establish a final plan for future schools but to stimulate imaginative research and developments aimed at improving organization and staffing in secondary schools. Suggestions cover the organization of instruction in large groups, small groups, and individual study; curriculum and class schedules (use of longer than

50-min. class periods where desirable); instructional staff (use of professional teachers for special and general teaching aided by assistants, clerks, aides, consultants,etc.); teacher training (greater use of secondary schools for this purpose); relations with higher institutions, employers, and the community (much closer working arrangements). A final chapter examines some common criticisms of contemporary educational practice together with the usually proposed remedies and an alternative proposal based on the principles covered in the foregoing pages.

727 UNESCO The Use of Vernacular Languages in Education
Monographs on Fundamental Education, No 8 Paris
1953 156 pp $1

"We have ... the fact that over one-half of the world's population is illiterate and that a large proportion of the children of school-age are not in school or are learning through a tongue which is not their own. We have the proposition that education is best carried on through the mother tongue of the pupil. But we have too the fact that between the proposition and its realization many complex and difficult problems arise. It is with these problems that this volume is concerned."

CINEMA, RADIO AND TELEVISION

See also Entry 1038.

728 CHAPMAN, D. Planning for Schools with Television
Design for ETV Educational Facilities Laboratory
New York 1960 96 pp

The report of a survey by an industrial design firm to determine the potential of ETV (educational television) as a "permanent tool of education " in terms of space and facilities. This includes a thorough coverage of alternatives with known equipment and materials plus suggestions and projections of needed developments. An extensive bibliography and glossary of TV terminology concludes the publication.

729 ENNABLI, M. "Use of the Cinema and Audio-Visual Aids in Fundamental Education Experiments in Tunisia" Fundamental and Adult Education Vol 3, No 3 (July 1953) pp 118-21

A summary of techniques employed in a community adult education project and the author's conclusions as to the effectiveness as well as difficulties inherent in the techniques. Recommendations for subject matter inclusion and exclusion; i.e., comic films are considered detrimental.

730 FORD FOUNDATION AND THE FUND FOR THE ADVANCEMENT OF EDUCATION Teaching by Television A Report New York 1959 87 pp

The question is no longer whether television can play an important role in education, but what kind of a role television can play most effectively. Television can and is being used to do the traditional job of education well. However, if wisely and imaginatively used, it can also bring to students educational experiences far beyond what is possible in the conventional classroom: students can be eyewitnesses to history in the making. Television makes possible exciting new developments in the team approach to teaching, in which the particular skills and competencies of many teachers are used cooperatively in planning and presenting courses. The status and rewards of teaching can be vastly enhanced by this new medium. "It is important to bear in mind, however, that television is essentially neutral. It can transmit the bad as well as the good, the mediocre as well as the superior. Consequently it demands the very best of creative, imaginative talent if it is to do its job well."

731 LEVENSON, William B. and M. A. STASHEFF Teaching through Radio and Television Rinehart & Co. New York 1945 (first edition, 2nd in 1952) 560 pp

"The purpose of this volume is twofold: the improvement of school broadcasting and the encouragement of more effective use of educational radio programs. The material herein presented is an outgrowth of the writer's experience in the classroom use of radio and in directing the operations of Station WBOE, which is owned and operated by the Cleveland Board of Education. The organization of the subject matter has been evolved through application in teacher training courses which are presented on the undergraduate and graduate school levels . . . . (The second) edition incorporates authoritative television data in each chapter as seen by a practical telecaster who has had commercial as well as educational experience." Bibliography.

732 MATHUR, J.C. and Paul NEURATH An Indian Experiment in Farm Radio Forums Press, Film and Radio in the World Today UNESCO Paris 1959 131 pp

This pilot project which was carried out in the spring of 1956 has suggested new directions in the use of radio as the voice of the new village in India, as a stimulus for new thinking in the country-side, and as a factor in the growth of rural development activities based on free discussion, conviction and agreement. It proved to be a success beyond expectation. The increase in knowledge in the forum villages between pre- and post-broadcasts was spectacular whereas in non-forum villages it was negligible. Recommendations are also listed for consideration if it is decided to make the forums permanent. See also Neurath's Radio Farm Forum as a Tool of Cultural Change in Indian Villages "Econ. Dev. & Cultural Change Vol X, No 3 (Apr 1962) pp 275-83

733 O'HARA, Hazel "The Voice of the Andes" Americas Sept 1961

This is the story of the growth of the most powerful radio station in Latin America - Station HCJB in Ecuador supported by the World Radio Missionary Fellowship. It tells of the development of cheap transistor receivers by an American engineer for distribution to remote areas, and what the station's educational programs have meant to the illiterate Indian population of the country.

734 SHIRER, W.L. and A.K. PICKERING "The Potentialities of Disney Health Films in Mass Education in the Gold Coast" Fundamental and Adult Education Vol 6, No 3 (July 1954) pp 109-19

Report of verbal learning results of three experiments using cartoon films with adult audiences. Results insignificant because of no follow-up study of behavior change. However, some cautions and limitations noted seem useful, i.e., humor, as such, had little value; cause-effect relations cannot be assumed to be the same in different cultures; both over-subtlety and over-simplification are dangers, etc. Generally, good potential predicted for such techniques.

735 UNIV. OF LONDON INST. OF EDUCATION and COLUMBIA UNIV. TEACHERS COLLEGE Yearbook of Education - 1960 Communication Media and the School by G.F. Bereday and J.A. Lauwerys (eds.) Evans Bros London 1960 592 pp

After consideration of theoretical and social implications of new communications media, a variety of new technical developments in education are described, including case and area studies of particular projects in several nations: i.e., teaching machines in the USA; technical correspondence school in New Zealand; TV in French education; radiophonic schools in Colombia and similar efforts in Australia, India, Ghana, Denmark, Germany, Italy, Poland, Sweden, the U.S.S.R. and Japan. The closing chapter suggests use of the new media for the promotion of international understanding.

736 UNESCO Report of the Meeting on Educational Broadcasting in Tropical Africa Sept 11-16, 1961 Moshi, Tanganyika Paris Nov 1961 12 pp + annex

Radio is of exceptional importance for educational purposes in Africa and especially in the tropical areas. Some fifty delegates attended the meeting at Moshi and specified various ways of intensifying the use of this medium of communication and making it an increasingly effective instrument for community development. Covers the present situation, prospects, and makes recommendations.

737 UNESCO Rural Television in Japan A report on an experiment in adult education Paris 1960 198 pp

Following a successful collective television viewing project in rural France in 1953-54, it was decided to launch a similar project in an Asian country. Hence in 1957 research was conducted in Japan on "the following subjects: (a) the organization and operation of tele-clubs in rural villages; (b) the tastes of rural inhabitants as regards television programmes; and (c) the effect upon rural villagers of the special 'Farming Village in Progress' series, broadcast by the Japan Broadcasting Corporation .... as reflected in raising production and standards of living. The project achieved valuable results. In particular it led to the creation and popularizing of tele-clubs, to the supplying of a number of useful suggestions to television producers for the future production of programmes, and stimulated the process of modernizing and democratizing the rural villages. Full details of these results are given in this report, together with a background description of Japanese rural village life."

738 UNESCO Television and Rural Adult Education by Joffre Dumazedier Paris 1956 268 pp $3.50

The story of how a series of television programmes changed the die-hard ideas of a group of French farmers about modernization of both their methods and their ways of living. In 1954, UNESCO and the Radiodiffusion-Télévision Française launched an experiment by producing 13 films on the problem of modernizing the French countryside, with local farmers playing the different roles. A survey was made of audience reaction. This illustrated report brings the fruits of the French experiment to governments, educators and specialists throughout the world who are seeking ways of using television for adult education in rural areas.

739 UNESCO Television Teaching Today by H.R. Cassirer Press, film and radio in the world today Paris 1960 $3 (paper)

This comprehensive and up-to-date account deals mainly with the

U.S. The author describes educational TV in the grammar schools, colleges, and universities, professional training such as medicine and dentistry, and industry and trade. He reports that television is not so expensive a medium as is generally thought. Includes reports on school television in Canada, France, Italy, Japan, the United Kingdom, and the U.S.S.R.

740 WILLIAMS, N.L. "Teaching to Read by Radio" Fundamental and Adult Education Vol 7, No 4 (Oct 1955) pp 147-53

Description of a Malaya literacy training project and the results -- 75 half-hour broadcasts -- showing that it is possible to teach illiterates to read by radio alone without the help of a teacher at the listening end.

TEACHING MACHINES

741 CENTER FOR PROGRAMED INSTRUCTION, INC. Programs '62 A Guide to Programed Instruction Materials U.S. Gov't Printing Off. Washington, D.C. 1962 383 pp $1.50

A survey carried out under contract from the U.S. Office of Education, Dept. of Health, Education and Welfare, "this volume contains the results of the first half of a two part survey dealing with "(1) available programed instructional materials, (2) the use of these materials in schools .... While this volume is primarily an annotated bibliography of programed materials, a number of statistical summaries have been appended to give the educational decision-maker something more helpful than simply a list of published programs ... There are still relatively few programs available (122 are covered here), and many of these are duplicates of each other. The majority of the programs are "traditional" in content; however, there are programs available, especially in the sciences and mathematics which reflect modern curricular viewpoints. Costs are high and vary considerably. Programing techniques also vary widely, and there seems to be a good bit of flexibility in terms of presentation formats for the programs. Mathematics and science programs predominate with mathematics accounting for just about one-half the total number of instructional hours available."

742 CHRISTIAN, Roger W. "Programed Learning - Where it works, where it won't, what it costs." Factory March 1962 pp 108-12

This article discusses programed learning especially as it is used in U.S. industry - its advantages, limitations, costs, uses, etc.

743 GREEN, Edward J. The Learning Process and Programmed Instruction Holt, Rinehart & Winston New York 1962

This excellent introduction to the topic is aimed at readers with an elementary knowledge of psychology.

744 KLAW, Spencer "What Can We Learn from the Teaching Machines" The Reporter Vol 27, No 2 (July 19, 1962) pp 19-26

An excellent summary of background and present status of programmed learning in the United States. Its development is traced through the two principal U.S. schools of thought: the Holland-Skinner psychology program at Harvard of non-branching or linear procedures versus Air Force psychologist Norman Crowder's branching techniques; and through the two principal vehicles: boxes versus books. Its many advantages are explored. It can teach certain things with great efficiency and leave the student and the teacher more time to explore; it permits each pupil to move at his own speed and facilitates one of the principal democratic goals of education by making more attainable the education of every child to the limit of his capacities. One teacher said, "I feel as though I am teaching students instead of classes." It also discusses the limitations of programmed learning: it probably cannot, for example, develop "the ability to differentiate between good and bad art", and its dangers: selling poor programs to a gullible public under false pretenses.

745 LEONARD, George B. "Revolution in Education" Look June 5, 1962 pp 58-70

"Education in the U.S. stands on the brink of a fundamental change. A new scientific discovery called 'programmed instruction' is already well on its way toward revising age-old ideas of how people can best be taught everything from spelling to psychology, from music to higher mathematics. All across the U.S. -- in great universities, in huge industrial centers, in hastily improvised 'laboratories', in hill-side shacks -- men and women of a new breed called 'programmers' are working day and night to perfect a teaching technique that may revolutionize the nation's schools". To check on the new discovery, Look has visited top men in the field of programmed instruction, examined their work and tried out several of their new educational devices.

746 LUMSDAINE, A.A. and R. GLASER (eds.) Teaching Machines and Programmed Learning National Education Assoc. Washington, D.C. 1960 724 pp

An extensive collection of theoretical statements and reports of experiments which have been instrumental in recent programmed learning advances. B.F. Skinner's basic works are included rather extensively along with analyses of the several variations on "teaching machines" which have been used and are being developed.

747 PRINCETON UNIV. Industrial Relations Section "Programed Instructions: Its Principles and Applications" Selected References No 105 (May 1962) 4 pp

This brief annotated bibliography is divided into three sections: (1) Background Research and Principles; (2) Educational Experiences; (3) Industrial Applications.

748 SCHRAMM, Wilbur Programed Instruction, Today and Tomorrow Fund for the Advancement of Education New York 1962 74 pp

"The thesis of this report is that programed instruction is, in the best sense of the word, a truly revolutionary device; but it is revolutionary, not so much in itself, as in its ability to interact with certain other developments in education. This interaction has the potential of freeing schools and men from old bondage and outworn theories and practices. But the potential is, so far, largely unrealized. I am going to try to make clear what I mean, by talking about programed instruction as it is today, then about some of the currents in education which are boiling up around it, and finally about what it might be tomorrow, in connection with which I shall make some suggestions as to how a desirable rate and pattern of development might be encouraged."

749 SKINNER, B. F. "Teaching Machines" Scientific American Vol 205, No 5 (Nov 1961) pp 91-102

This article by one of the developers of the teaching machine points out that recent suggestions of methods of educational improvement "rarely deal with the actual processes of teaching or learning. They make no attempt to analyze what is happening when a student listens to a lecture, reads a book, writes a paper or solves a problem. They do not tell us how to make these activities more productive. In short, the methods of education are generally neglected... Fortunately recent advances in the experimental analysis of behavior suggest that for the first time we can develop a true technology of education." He describes animal teaching machines, early teaching machines, reenforcement techniques which enable students to learn in small, but rigorous and rewarding steps, and finally teaching skills and the new role of the teacher.

750 STANFORD INST. FOR COMMUNICATIONS RESEARCH New Teaching Aids for the American Classroom A symposium on the state of research in instructional TV and tutorial machines Stanford, California 1960 173 pp

A series of papers by various experts in education and psychology on new teaching devices which may be of importance in relieving the present over-worked teacher from some of the drudgery in her work and freeing her to help individual students, and all students: to solve problems, to think critically, to appreciate literature and to develop creative talents -- thus raising the quality of education generally. Research has already established the worth of the machines. Most needed now is research on programming. This will require the talents of both teachers and behavioral scientists. It will also require expert "appliers" Methods of training these new experts will have to be developed.

751 US DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ. Teaching by Machine Cat. No. FS 5.234.34010 Gov't Printing Off. Washington, D.C. 1961 173 pp 65¢

In this Cooperative Research Monograph a wealth of information has been collected that pertains to machine systems, types of teaching machines, concepts and techniques of the programming process, research findings related to teaching machines, and the impact of machines on research on learning.

752 US DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ. Teaching Machines and Programed Learning, A Survey of the Industry, 1962 Cat. No. FS 5.234:34019 Gov't Printing Off. Washington, D.C. 1962 85 pp 55¢

Presents a general analysis of the results of a survey of the teaching machines -- programed learning industry. Included is a photographic directory of nearly 100 teaching devices and a directory of programs.

RESEARCH AND DEVELOPMENT

See also Entries 416,1075,1132.

753 EDUCATIONAL FACILITIES LABORATORIES, INC. Here They Learn First Annual Report 1959 New York 1959 32 pp

Based on a $4,500,000 Ford Foundation grant, this organization's mission is: (1) To encourage improvements in school and college facilities; (2) To stimulate research in all fields relating to the planning and building of educational facilities; (3) To collect and disseminate information about educational institution site selection, planning, design, construction, modernization, equipping and financing; (4) To administer funds for such purposes; (5) To establish or operate one or more centers to assist American educational institutions with their physical problems.

754 EPA/OEEC Registers of Research in the Human Sciences Applied to Problems of Work and Directory of Relevant Research Institutions in Belgium, Germany, Scandinavia, France, United Kingdom, the Netherlands, Switzerland Paris 1960 6 Bklts. 75¢ ea.

Concerned with research on the human problems of work in industry, agriculture, commerce and public administration at all levels of the enterprise, and including problems external to the enterprise having a direct influence on attitudes and behavior at work or on the organization and conduct of the work. The Directory lists institutions in alphabetical order subdivided into: (a) Universities, Technical and Commercial Colleges, (b) Institutions and Associations other than university bodies, having direct scientific research organizations of their own.

755 FARIS, Robert E.L. "Reflections on the Ability Dimensions in Human Society" Amer. Sociological R. Vol 26, No 6 (Dec 1961) 10 pp

The article states that, contrary to traditional beliefs, the present limits on mental ability are not set by genetic factors but by sociological conditions which support a sort of "collective ability". The latter, the author maintains, is likely to increase in the U.S. if (1) the present economic and education trends continue and (2) if sociolgists will take on more systematic research of the social factors which affect abilities. Slowly we (in the U.S.) are turning away from the concept of human ability as something fixed in the psychological structure to that of a flexible, versatile mechanism potentially subject to intentional control and perhaps improvement.

756 GINESTE, R. "Une Activité Nouvelle du Service - Le Bureau de la Recherche Pédagogique pour les Régions Sahariennes" Bulletin de Liaison No 21 pp 11-15

Describes the organization and services of the Bureau of Pedagogical Research for Saharan Regions formed in 1961 at the Institut Pédagogique National, Paris, France. The first activities of the Bureau consist of experimentation in French language instruction for illiterate adults and studies leading to the development of brochures on health and sanitation.

757 INSTITUT PEDAGOGIQUE NATIONAL The Institut Pédagogique National Paris 1957 7 pp

The brochure, in English, explains the aims and functions of one of the central branches of the French Ministry of National Education. Its aims are primarily to provide information on educational institutions and developments in France and abroad and to improve the supply of equipment and teaching materials to teachers and educational establishments. Among its many services is one concerned with educational research in newly developing countries.

758 NETHERLANDS Central Planning Bureau "Higher Intellectual Reserves in the Netherlands" by J.C. Spitz Universiteit en Hogeschool (Dec 1959)

An attempt to isolate intellectual ability from factors such as economic and social origin although no reliable method has as yet been devised to measure all the factors influencing success in higher education.

759 Review of Educational Research "Educational Research in Countries other than the United States" Vol 32, No 3 (June 1962) pp 213-362

Reviews the research literature for the five-year period since Volume 27, No 1, of February, 1957. It "...identifies significant studies, summarizes them ... and critically analyzes them." Material is classified according to countries and includes such topics as philosophy of education, programs (at all levels), methodology, etc. A bibliography on published research closes each chapter. Little coverage of Africa or Asia.

760 SERVICE DE RECHERCHES PEDAGOGIQUES POUR LES PAYS EN VOIE DE DEVELOPPEMENT Programme d'Etude et de Recherches en cours, 1961-1962 Institut Pédagogique National Min. de l'Education Nationale Paris n.d. 8 pp (mimeo)

Lists the activities of the "Service of Pedagogical Research for Newly Developing Countries", Ministry of National Education (France) for 1961-1962, under four categories: Studies, Research, Miscellaneous Activities, and Documentation. Most of the activities, frequently carried out in cooperation with other

French and African agencies of UNESCO, deal with the adaptation and development of education in sub-Saharan Africa.

761 SWEDISH COMM. ON HIGHER EDUCATION by K. Harnquist Reserves for Higher Education Stockholm 1958

A method of measuring intellectual reserves based on expectancy curves which establish a relation between the probability of participating in a form of higher education and a selection variable which consists of a weighted sum total of the marks in various subjects obtained by each pupil.

762 TORRANCE, E. Paul (ed.) Talent and Education: Present Status and Future Directions Univ. of Minnesota Press Minneapolis, Minn. 1962 228 pp $4.50

The problem of identification, development, and use of talent is of prime concern to those interested in the nation's welfare. This volume, constituting a "progress report" on research on the subject, will be especially useful to educators, psychologists, and community leaders engaged in the effort to make the most of our human resources. It is based on the 14 papers from an Institute on Exceptional Children held at the Univ. of Minnesota.

763 UNIV. OF CALIFORNIA Inst. of Personality Assessment & Research Proceedings "The Creative Person" A Conference presented at the Tahoe Alumni Center Oct 13-17, 1961 147 pp (mimeo)

"This is the first public report on the findings of a 6½ year study of creativity and the creative person... The emphasis in the eight presentations of the conference was upon basic research findings." The problems of study of creativity may be subsumed under four principal research domains: (1) What are the distinguishing characteristics of the creative person? (2) What is the nature of the creative process? (3) What are the qualities which identify creative products? (A largely neglected problem) and (4) What are the characteristics of the life circumstance and of the cultural and work milieu which facilitate or inhibit the appearance of creative thought and action? The conferees came to the conclusion that "true creativity fulfills at least three conditions: It involves a response that is novel or at least statistically infrequent; it must serve to solve a problem, fit a situation, or accomplish some recognizable goal; and thirdly, true creativity involves a sustaining of the original insight, a developing of it to the full." The staff of the Conference consisted of five scientists from the Univ. of Calif., plus two from Stanford and one from Yale.

764 VALIN, E. La Valeur des Examens (The Value of Exams) Education Studies and Documents No 40 UNESCO Paris 1961 40 pp

A study of the manner in which examinations have resulted in the selection of the wrong people in a newly developing country - Lebanon.

765 VERNON, P. E. Intelligence and Attainment Tests Philosophical Library New York 1960 200 pp

This book, written from the British viewpoint, gives a brief history and description of intelligence tests and discusses "the underlying principles of test construction and the interpretation of test results .... The views of psychologists on the nature of intelligence, and on what intelligence tests measure, have become modified considerably over the past third of a century. There is much that is controversial in this field; hence (the) aim has been to give a balanced view, and to show how this is supported by the experimental evidence." The author concludes that "the intelligence we are measuring is not primarily an innate capacity," and if this is true, "a good deal of reorientation is required in our views on the uses to be made of tests." Contains an extensive bibliography.

9. INTERNATIONAL EDUCATION EXCHANGE

See also Entries 895,1038.

766 The Annals "The Rising Demand for International Education" (USA) Vol 335 (May 1961) 165 pp

An examination of some twenty aspects of the international exchange of persons program as a part of the over-all American foreign aid program, ranging from "About the foreign student in the U.S.A." and "Academic performance of foreign students" to "The world looks at the American program" and "Who should come."

767 BEALS, R.L. and N.D. HUMPHREY No Frontier to Learning - The Mexican Student in the U.S. Social Science Research Council Committee on Cross-Cultural Education Univ. of Minnesota Press Minneapolis 1957 148 pp

One of a series of studies of foreign students in and following U.S. higher education, this book deals with Mexican students on U.S. campuses. As in the other studies, modifications of attitudes, successes, failures, and frustrations bear close relation to the students' positions in and understanding of their own culture. Some unpredicted insights into probable importance of linguistic barrier, social class origin and future orientation as factors in student success are provided.

768 BENNETT, J.W., H. PASSIN and R.K. McKNIGHT In Search of Identity - The Japanese Overseas Scholar in America and Japan Social Science Research Comm. on Cross-Cultural Education Univ. of Minnesota Press Minneapolis 1958 369 pp

One of a series of studies of foreign students in United States higher education, this is unique in dealing with Japanese students in U.S. universities and with former students back in Japan. Salient features are relations of students among themselves and with each other while in school and persisting attitudes about Americans among returned Japanese.

769 CAREY, A.T. Colonial Students - A Study of the Social Adaptation of Colonial Students in London Secker & Warburg London 1956 267 pp

A study of West African and West Indian colored students in London, reflecting British policy of bringing young people to the mother country for higher education. This deals with expectation before arrival, experiences in London and resulting attitude changes and social adaptations. Problems inherent in the policy are made explicit along with suggested remedies. Case histories are appended.

770 COMM. ON EDUCATIONAL INTERCHANGE POLICY Educational Exchange in the Economic Development of Nations Comm. Report and Policy Recommendations Inst. of Intl. Education New York 1961 25 pp free

It is essential to development that either indigenous people be sent to metropolitan countries for training or teachers be imported -- or both. Our objectives in such exchanges need clarification and activities need coordination. We should utilize more fully the facilities and resources available in other countries and seek added training areas: i.e., non-military education along with military training of foreign nationals.

771 EASTON, E.C. "Adapting American Education to the Needs of Engineering Students from East Africa" J. of Engineering Education Vol 50 (May 1960) pp 743-6

This paper describes the educational system of East Africa and outlines the types of education which might be provided in the U.S. for students coming from East Africa. Parallels are drawn between American engineering schools and the only school of engineering in East Africa, the Royal Technical College of East Africa at Nairobi. The author points out that "since membership in one of the major British Engineering Institutions (the equivalent of our licensing boards) is of utmost importance to an East African who aspires to be an engineer ... any American curriculum which did not prepare an East African student to become a 'chartered engineer' would be of limited practical value to him in East Africa." A large dose of laboratory work -- not too basic and not too advanced -- for the "student moving from a wood fire in a mud hut to a gas turbine in a modern power plant", practical summer work and industrial experience acceptable to the British professional institutions are recommended. Research experience should be of a practical, "engineering" nature.

772 GARRATY, J.A. and W. ADAMS From Main Street to the Left Bank - Students and Scholars Abroad Inst. of Research Overseas Michigan State Univ. Press East Lansing, Mich. 1959 216 pp

A description of the activities in Europe of a large sample of U.S. students and professors in an attempt to estimate their effectiveness. There is a good description of education exchange activities in general - motivations for foreign study, differences between U.S. and European systems, and specific cross-cultural impacts. The final section evaluates and makes recommendations. The authors feel that large-scale expansion of such programs is justified, providing certain considerations (which they point out in detail) are included in the planning.

773 GASS, J.R. and R.F. LYONS International Flows of Students (Vol V) Policy Conference on Economic Growth and Investment in Education Washington, D.C. Oct 16-20, 1961 Org. for Economic Cooperation & Dev. Paris 1961 41 pp

This paper is an analysis of international movement in the field of higher education, focusing on problems involved in providing educational assistance to underdeveloped countries. The flow of foreign students is examined in terms of countries of origin and destination, domestic enrollments, and national wealth (GNP per capita) as of 1958-59. Five major patterns of movement are described: a two-way trans-Atlantic current; a flow of post-graduates within the advanced European OECD countries; a flow from OECD countries having limited entry to higher education to those where entry is easy; a flow of European students from non-OECD countries into the OECD area; and the flow from the less developed countries to Europe and the U.S. The situation for science students is analyzed separately. Some of the problems inherent in international education are noted, in view of the fact that international student movements are expected to increase. Includes a summary of the discussion following the presentation of the paper.

774 ILO Trainees Abroad Geneva 1962 186 pp $2

This book concerns three groups of trainees: the independent trainee who enters a country under a bilateral or multilateral exchange agreement, or under another arrangement concluded between his own country and the host country; the technical college or university "student trainee", undertaking only short-term vacation employment abroad; the trainee from an economically underdeveloped country who is the holder of a fellowship from his host country or from an international organization under a bilateral or multilateral technical assistance program. The first section deals with programs sponsored or operated by international organizations. The second section deals with 47 national programs with the information grouped according to the receiving country.

775 INSTITUTE OF INTERNATIONAL EDUCATION Open Doors New York 1962 64 pp (pamphlet) Published annually

The 1962 annual report on educational exchanges indicates that nearly 100,000 students are involved with the U.S. in some form of foreign educational endeavors as of this year. Included are graduate and undergraduate students in the U.S. and from the U.S. to other countries; visiting scholars both in and from the U.S. and physicians training in United States hospitals. Students are identified by home and field of major interests, then listed quantitatively by country or state and institution.

777 LAMBERT, R.D. and M. BRESSLER Indian Students on an American Campus Social Science Research Council Comm. on Cross-Cultural Education Univ. of Minnesota Press Minneapolis 1956 122 pp

A study of reactions of Indian students to their experiences at the University of Pennsylvania - one of a series of such studies made to analyze the effectiveness of U.S. higher education in foreign student exchange programs.

776 Intl Labour R. "Student Employment Abroad" Vol LXVI, No 2 (Aug 1952) pp 142-53

"The activities of the ILO in connection with student employment abroad have been developed since 1948 under its manpower programme. Methods of promoting exchanges of trainees have been studied, and inquiries into the international movement of trainees have provided the material for a guide to the arrangements for trainee exchanges .... In addition ... agreements have been made with countries in various parts of the world for placing trained workers, supervisors and technicians in study posts abroad, and these agreements are now being put into effect. The aim of (this) article is to give a general description of the practice of trainee exchanges, as first developed in the advanced countries. It shows that, while this has made considerable progress in some countries in recent years, the aim and methods will have to be modified if this system is to provide a means of international co-operation in vocational training on a world-wide basis."

778 MORRIS, R.T. The Two Way Mirror - National Status in Foreign Students' Adjustment Social Science Research Council Comm. on Cross-Cultural Education Univ. of Minnesota Press Minneapolis 1960 215 pp

A survey of over 300 foreign students at UCLA to test the idea that national status is a crucial variable in adjustment of foreign students to U.S. education. Significant differences were found between Europeans and non-Europeans. "Satisfaction" correlated strongly with a favorable image of U.S. and a large degree of leisure time spent with Americans. Students who feel their countries have high status tend to be less favorable toward the U.S.

779 NEWBY, J. "The Work of the I.A.E.S.T.E." Intl Labour R. Vol LXVIII, No 1 (July 1953) pp 65-75

"Among the examples of international arrangements made for the exchange of students within particular industries or occupations was mentioned the work of the I.A.E.S.T.E. (International Association for the Exchange of Students for Technical Experience) (This article) describes the aims and work of the Association and the progress it has made since it was founded in 1948."

780 Planning "The Indian University Students in Britain" Vol 27, No 456 (Nov 1961) pp 283-313

Describes students' reasons for coming to Britain, their initial experiences, their problems in adjusting themselves to life in the U.K., and the attitudes they formed toward British people and society. Aimed at publicizing their difficulties and providing a basis for administrative action. Concludes that overseas students should have access to detailed information about living and studying conditions before they come to Britain they should have adequate financial support - or they will waste their energies and their opportunities; and, for the early part of their stay at least, they should be able to find accomodation in a hall of residence or hostel.

781 UNIV. OF MICHIGAN INST. OF SOCIAL RESEARCH Using U.S. Training in the Philippines A follow-up Survey of Participants Vol I: The Report, 168 pp; Vol II: The Appendix, 177 pp International Cooperation Administration Washington 25, D.C.

Thorough analysis of antecedents, actual training and consequent performance of Filipinos sent to the U.S. for technical training in agriculture, education, industry, health, water supply, labor relations, public administration and highway development. Vol I is descriptive narrative; Vol II is a description of the research tools used, total statistical data and some methodological analysis. Elaborate scaling techniques used. Good general bibliography, Vol I, pp 165-68.

782 US - AID Training for Leadership and Service Proceedings of the National Conference on the International Training Programs June 25-26, 1962 Washington, D.C. 88 pp

"Training programs for foreign nationals have been carried on by AID and its predecessor agencies for fifteen years. Cooperating in the training effort are other government agencies, private industrial and agricultural enterprises, universities and land-grant colleges, and voluntary community service organizations throughout the U.S. The National Conference on International Training Programs of AID, presented in detail in this book, brought together for the first time key representatives of all the facilities -- technical training and community services -- that have been cooperating in this foreign aid training effort over the years."

783 US - ICA Off. of Educ. Services Report of Progress in Teacher Education Technical Cooperation in 40 Developing Countries by Verna C. Carley Washington, D.C. (Apr 1960) 100 pp

"This study on teacher education is one of a series of studies being prepared by the Technical Resources Division of the Office of Educational Services. The study reviews present programs and projects in teacher education as carried on by the Education Division of ICA Missions in cooperation with some 40 foreign countries. From the review, promising practices are highlighted and guidelines are developed for present and future ICA assistance to teacher education."

784 US DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ. International Educational Exchange - A Selected Bibliography by T.E. Cother OE-14006 Bul. No 22 Washington, D.C. 1961 117 pp (paper)

A bibliography of bibliographies and other sources of information on international exchange programs and counselling programs for exchange personnel. Pages 1-2, "Bibliographies on Related Fields," contain references to comparative education. Contains a list of related periodicals and publishers in the appendix.

785 WHARTON, C.R. Jr. The U.S. Graduate Training of Asian Agricultural Economists The Council on Economic and Cultural Affairs Inc. 630 Fifth Avenue, New York 1959 57 pp (pamphlet)

The result of almost a full year in which the author conducted over 200 interviews of U.S. faculty, Asian graduate students, and Asian graduates of U.S. universities. The study distinguishes between those problems which are specific to the training of Asian agricultural economists and those which are the more usual problems of all foreign students.

TECHNICAL ASSISTANCE IN EDUCATION

See also Entries 202,204,846.

786 ADAMS, R.N. and C.C. CUMBERLAND U.S. University Cooperation in Latin America Institute of Research on Overseas Programs & Carnegie Corporation Michigan State Univ. East Lansing, Mich. 1960 264 pp

A study of one peculiarly American form of technical cooperation: the aid supplied directly by United States universities to universities and other teaching and research institutions in under-developed countries. This work reports on thirteen foreign aid projects in Latin America in which U.S. universities participated. Part II, the "appendix",contains brief case histories of each project. Part I treats the projects on a comparative basis in terms of origin, selection of institutions, personnel recruitment and relationship with host country institutions.

787 BRONFENBRENNER, Martin Academic Encounter The American University in Japan and Korea Free Press New York 1962 $6

This book deals historically and critically with seventeen American university programs in Japan and Korea. While it does suggest improvements for the programs, it denies the charges that they waste money or are dumping grounds for academic undesirables.

788 COLE, Arthur H. "The Relations of Missionary Activity to Economic Development" Econ. Dev. & Cultural Change Vol IX, No 2 (Jan 1961) pp 120-7

For many decades missionaries have been practicing and gaining experience from their own version of bringing change to underdeveloped countries - now practiced for different reasons by "technical missions". This paper discusses the evolution of the religious missionary programs as they gradually broadened to include elements of economic development and education, as well as religious indoctrination. Three phases are recognized in the evolution of institutions aimed at improving native agriculture or industrial procedures: (1) to secure labor to meet the needs of the local missions themselves; (2) to endow converts with a livelihood, and (3) to contribute to the strength of the new Christian communities. The author asserts that the economic consequences of missionary effort "will be found to be far from negligible." Examples of the economic influence include indoctrination of concepts of right vs wrong; hard work; ability to save; and possession of personal goods, including a house and clothing. In general missions limited their efforts at direct non-religious instruction to the inculcation of handicraft skills and the improvement of arable land cultivation. Nevertheless the author suggests that in the era between 1700 and 1960 missionaries may have provided "greater stimulus toward economic development over a larger portion of the earth's surface than any other aggregate."

789 FFORDE, J.S. An International Trade in Managerial Skills Being an Inquiry into the Provision of certain British Managerial & Technical Services for the Operation of Industrial Enterprise in Underdeveloped Countries Basil Blackwell Oxford 1957 153 pp

An examination of the methods by which underdeveloped countries may try to alleviate a deficiency in managerial and technical skills through the direct importation of services, on a long-term or short-term basis, for use in the operation of industrial and other enterprises. The author attempts to analyse the problems inherent in such importation and, in examining British experience in this field in South and South-East Asia, to answer the following questions: How may the countries concerned best acquire and use such service? How can they attract them in correct quantity and quality but on terms that are consistent with social and political requirements?

790 GREAT BRITAIN Commonwealth Relations Off. Report of the Commonwealth Education Conference Cmnd 841 Her Majesty's Stationery Off. London 1959 65 pp (brochure)

Contains reports of four main committees set up to study and make recommendations on four ways in which the more developed areas of the Commonwealth can assist the less-developed areas in the field of education. Many concrete proposals were later adopted by Commonwealth Governments (see "Commonwealth Educational Cooperation," Cmnd 1032, Her Majesty's Stationery Office, London).

791 GREAT BRITAIN Colonial Office Commonwealth Relations Off. Technical Assistance from the United Kingdom for Overseas Development Cmnd 1308 Her Majesty's Stationery Office London 1961 43 pp (brochure) 2/

A short but comprehensive review of the United Kingdom's technical assistance effort. Educational assistance schemes are specifically described (pp 19-24) but much is also done indirectly through other described forms of assistance, including the contribution of private enterprise.

792 INTERNATIONAL CONFERENCE ON MIDDLE LEVEL MANPOWER Trades Training Center Plan Human Skills for the Decade of Development San Juan, Puerto Rico Oct 10,11,12 1962 35 pp

This technical assistance project has a built-in training aspect which makes it self-perpetuating in thirty months, "The few craftsmen produced each year by existent apprentice training systems in developing countries and the 'slow to develop' trade and vocational schools are generally inadequate to match the urgent need for skilled workers in large quantities .... It features a construction trades center facility established on a minimum essential initial basis which will be built in part by instructors and trainees in the conduct of field and shop training and has been designed to satisfy stipulated conditions: (1) The center must have a capacity for training the required proportions at each level of skill from helper through foreman as well as the right proportions in each trade (A school which produces only journeymen when building projects require a balance of helpers, apprentices, journeymen and foremen will not solve the problem). (2) It must be manned by instructors and staff from sources other than the country's already short supply of skilled craftsmen. (3) It must produce significant numbers of craftsmen in the shortest possible time. (4) It must place only minimum requirements for facility construction upon the developing nations ... The plan of assistance for the establishment of Trades Centers consists of two essential phases. The first preparatory stage will require approximately ten months and will be completed with the start of training in the functioning center ... In the second phase the trainees learn through carefully planned training while building the center to its full capacity and finished state. Only the minimum essential shops, classrooms and living facilities will have been erected in the first phase prior to the opening of the center. Thus useful work projects essential to thorough training will result in center facility completion and expansion. At the end of this phase all the initial Peace Corps instructors and staff will have been replaced by carefully selected outstanding trainees. The center will be self-sufficient, capable of doubling its production of skilled craftsmen or of providing a full training staff for an additional center every thirty months."

793 LANGROD, Georges "Deficiencies in the Strategy of Technical Assistance" Information Vol 1, No 1 New Series (April 1962)

A penetrating discussion replete with documented references of ten of the more serious types of errors made in the past fifteen years in the efforts of the "developed" countries to aid in raising living standards in the "underdeveloped" areas of the world. A good summary for persons concerned with planning economic development, the deficiencies range from an excess of "economism" and failure to consider "programs of fundamental education and of general civic training" through failures to coordinate both provision and use of funds to a failure to secure the democratic policy action of the majority of people who are to be "developed" rather than a few top officials.

794 LEPAWSKY, Albert and Rosalind "Enskilling People, Backbone of International Development" Int'l Dev. R. Vol III, No 3 (Oct 1961) pp 16-22

An examination of the overriding importance in technical assistance programs of training activities. The growing feedback of trained talent among the newly developing areas points to the possible future use of the developed countries largely for "refresher" and advanced training courses.

795 Looking Ahead "Toward an International Dimension for the Land-Grant Universities" An Agricultural Committee Statement Vol 10, No 6 (Sept 1962) pp 1-4

This article urges that the expertise in American land grant universities which has played so large a part in building U.S. agricultural productivity be turned to account in the battle for higher standards of living in underdeveloped areas abroad. Detailed recommendations for federal implementation of such a program are made.

796 NATIONAL PLANNING ASSOCIATION Technical Cooperation in Latin America Recommendations for the Future by the Special Policy Comm. on Technical Cooperation Washington, D.C. 1952 192 pp $2.50

Of special interest are the descriptions of the educational activities of the U.S. and the U N technical assistance programs and of other religious and business groups as well as the OAS. One section of the "Recommendations" is devoted to "Training Programs for Latin Americans."

797 OPLER, M.E. (ed.) Social Aspects of Technical Assistance in Operation Tensions and Technology Series Joint UN - UNESCO Conference Report UNESCO Paris 1954 79 pp

The report asserts a "misleading simplicity" is often attached to the concept of "technical assistance." It identifies a host of major and minor reactions to any action between superordinate-subordinate societies, felt by members of both host and donor groups. It is essential to recognize the educational impact of ALL technical assistance regardless of stated primary purpose of such assistance.

798 ROBINSON, Mary E. Education for Social Change: Establishing Institutes of Public & Business Administration Abroad Brookings Inst. Washington, D.C. 1961 90 pp $1 (paper)

"A distillation of the 'experience of public administration and business administration technical assistance projects designed to aid in the development of institutional facilities for training and education so that these experiences may be drawn upon and used as general guides for future technical assistance projects of a similar nature', and that the analyses of the Conference discussion should be supported by research and review of the written documentation pertaining to such projects." Chapter 1 carries tables on "Institutions and Schools Abroad for which ICA Public Administration Division has Provided Assistance". Chapter 2 examines "Priorities for Human Development." Bibliography of pertinent works, including ICA documents, is included.

799 SAMPER, Armando Technical Cooperation in Latin America A Case Study of Cooperation in Secondary Education in Chile National Planning Assn. Washington, D.C. 1957 85 pp $1.25

A useful evaluation of the first U.S. technical cooperation program in academic secondary education undertaken in Latin America in one of the most advanced educational systems. Describes the methods and respective responsibilities of both the U.S. and Chile and the reasons why the U.S. government refused to request for continuation of the program: (a) a shortage of funds; (b) a feeling that, since Chile was a recognized leader in secondary education in Latin America, the U.S. had nothing to offer in a program for further development; (c) a conviction that academic secondary education is a sensitive area, and that the program was creating antagonisms among different groups and factions in Chile; and (d) a fear that the continuation of the program would not promote the U.S. foreign policy objectives of technical cooperation as stated by Congress. Guides for achieving effective programs in this strategic field are given by Dr. Samper who believes that bilateral technical cooperation in academic secondary education can be handled successfully.

800 SHIELDS, James J., Jr. "Five Criteria for Teaching in East Africa" Guidelines for the Novitiate International Dev. R. Vol IV, No 2 (June 1962) pp 27-29

"The increased number of people interested in working overseas now makes it possible to establish high standards of selection. At the very minimum, those selected for overseas teaching, particularly through programs financed by the U.S. government, should be people of competence, commitment, character, and creativity. These are the criteria by which the effectiveness of young American teachers is judged in many of the developing nations.... The separate elements of intellectual and social competence (plus) commitment, creativity, and character each has importance in its own right. Combined, they spell stability and maturity--the key qualities sought among all those applying for overseas teaching."

801 UNITED NATIONS United Nations Visiting Mission Reports
Trusteeship Council New York various years

These official reports of inspection trips to the various U N trusteeships summarize political, economic, social and educational advancements in each area visited. Included are criticisms of policies and on-going programs as well as recommendations and succinct summaries of current conditions and problems of each area. Written in concise narrative style, the reports offer one of the best and most current overviews of current progress in technical assistance via the U N Trusteeship system. The most recent published reports are 1959 and 1960.

802 UNESCO Formal Programmes of International Cooperation between University Institutions Education Studies and Documents No 37 Paris 1960 39 pp 50¢

A committee report including an outline of university cooperation typical forms and arrangements for cooperation, observations on programmes of cooperation, and finally suggestions and recommendations.

803 U S DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ. American Cooperation with Higher Education Abroad A Survey of Current Programs FS 5.3:957/8 Gov't Printing Off. Washington, D.C. 1957 211 pp 75¢

Includes nongovernmental programs sponsored by educational institutions, foundations, and religious organizations; U.S. Government programs such as the international educational exchange, information and technical cooperation programs, and United States participation in intergovernmental agencies.

804 WEIDNER, Edward The World Role of Universities McGraw-Hill New York 1962 354 pp $6.95

The thirteenth in a series in American Education sponsored by the Carnegie Corp., this volume describes and evaluates the various types of exchange and technical assistance programs in which several hundred American universities are currently participating. It concludes with recommendations for improving the exchange policies of universities. A bibliography on international exchange and technical assistance in the field of higher education is included.

805 WHARTON, Clifton R., Jr. "The Nature of Technical Assistance for Economic Development" Econ. Dev. & Cultural Change Vol VI, No 2 (Jan 1958) pp 109-28

This review includes mention of the educational programs which form part of the technical assistance activities being conducted in the less developed countries. As an example, the range and scope of education programs conducted by the U.S. bilaterally in seventeen Latin American countries in 1954 are summarized. Mention is also made of the educational programs of UNESCO, UNTAA, the OAS, and U.S. programs sponsored by religious groups, foundations, philanthropic groups, business firms, and trade associations. Also, much technical knowledge flows through non-technical assistance channels: for example, through the training programs of business firms concerning new plants and new equipment. The author points out that "technical assistance is indeed the one instance where the transfer of new knowledge and skills is explicitly directed toward the goals of economic development." Yet he laments that more work is needed "to solve the problem of measuring primary and secondary benefits directly attributable to technical assistance projects, "thereby supplanting intuitive opinion with quantitative proof that technical assistance does indeed produce "a large impact for a relatively small cost."

806 WILSON, H.B. The Evaluation of Social Action Education Programs A Dissertation Submitted to the Stanford Univ. School of Education Stanford, Calif. 1957 226 pp (typewritten)

A study advocating the thesis that"evaluation should be considered as an integral component of any social action education program." Social action programs are defined as "planned activities designed to innovate social change" and include "Point-Four Programs, ICA-sponsored community development activities, United Nations and UNESCO programs." The study is designed principally as an aid to administrators of such programs. Methods and techniques of evaluation are described. More empirical research is called for.

807 WITTE, E.F. "Developing Professional Leadership for Social Programs" The Annals Vol 329 (May 1960) pp 123-36

An article in a volume devoted to "International Cooperation for Social Welfare: a new reality" this is a survey of efforts by several international governmental and volunteer agencies to provide "competent, informed, indigenous leaders" to initiate and carry on programs of social betterment in less-developed countries. The wide variety of methods and need for evaluation as well as expansion of efforts is indicated.

808 WOOD, Richard H. "The Servicio and other Joint Methods of Administering U.S. Technical Assistance" Econ. Dev. & Cultural Change Jan 1962 pp 201-10

An excellent description and critique of various ways of assisting developing countries. The point is stressed that action-oriented programs should be entered into only under special conditions and should be replaced by personnel training and institution building programs as quickly as possible.

10. AREAS AND COUNTRIES

WORLD WIDE STUDIES AND SURVEYS

See also Entries 417,490,491,492,493,494,495,506,508,516,517,528,530,531, 533,535,538,716.

809 Education Abstracts "Comparative Education" Vol 10, No 2 (Feb 1958) 15 pp

Four-part bibliography containing (1) review of publications on comparative education as a field of study, (2) works which describe aspects of the educational systems of countries, (3) source material other than journals, and (4) journals.

810 ELLS, Walter American Dissertations on Foreign Education
National Education Association Washington, D.C. 1959
300 pp

A listing by area and country of 1960 doctoral dissertations and 4,026 masters' theses written at American universities about education or educators in foreign countries and education of foreigners in the U.S. It covers a period from 1884 to 1958. The introduction establishes criteria for inclusion. Many authors are nationals of the subject country.

811 EUROPA PUBLICATIONS, LTD. The World of Learning 1961-62
London 1962 1350 pp $23.50

A comprehensive, up-to-date guide to educational, scientific and cultural organizations all over the world -- universities, colleges, libraries, research institutes, museums, art galleries and learned societies. It tells where they are and what they do. It gives the names of their principal officials, the titles of their periodical publications. It lists the professors at most of the world's leading universities, both academic and technical, with the subjects they teach. There is a sixty-page index of the organizations listed.

812 INTERNATIONAL BUREAU OF UNIVERSITIES International List of Universities and Other Institutions of Higher Learning Paris 1961 fifth edition 171 pp

Alphabetically arranged by country (in French) are listings of addresses for 3,145 institutions in 95 countries. It also provides date of foundation and principal schools, departments or faculties for each institution and title of the official to whom general correspondence should be addressed.

813 MURDOCK, G.P. et al (editors and organizers) Human Relations Area Files - Outlines of Culture Materials "Sub-Contractor's Monographs" "Country Survey Series" Yale Univ. New Haven, Conn. microfilm and accompanying catalog + series of bound publications

A basic ethnographic reference source providing data on the cultural background of a wide sampling of societies in all parts of the world. One seeking data should begin here. The Outline provides numerical categories for indexed cross-references to 79 main categories and additional sub-categories of specific data available on microfilm at various University centers. Sub-contractor's monographs and publications in the country survey series are standard ethnographic studies following a pattern established by HRAF in an effort to achieve comparability of data. Over 50 of these latter are available as separate books. See "Philippines" for a sample reference.

814 UNESCO An International Directory of Education Associations Educational Studies and Documents No 34 Paris 1959 87 pp

This directory contains information on 1,245 education associations in 49 member states of UNESCO and is presented as a reference tool for librarians, students and educators in general, who are interested in education abroad. It covers national and regional associations as seen by the national authorities. International bodies are excluded because it is felt that adequate reference works regarding them already exist - notably the Yearbook of International Organizations published annually in Brussels by the Union of International Associations.

815 US - ICA Off. of Educ. Services Education and its Environment in the United States and Overseas A Tentative Selective Checklist of Books and Articles H.C. Doyle, compiler Washington, D.C. 1959 207 pp (mimeo)

A non-annotated general bibliography with two sub-divisions: Part I: American education and its backgrounds; Part II: Education overseas and its backgrounds - with 11 regional sub-divisions.

The aim is "...to give a source for a given subject, not all sources." Wide coverage of recent social science trends, case reports of ICA, UNESCO, and other international agencies.

816 US - ICA and DEPT. OF LABOR Summary of the Labor Situation in Thailand Dept. of Labor Bur. of Labor Statistics Washington, D.C. May 1956

One of a series of handbooks on selected countries prepared to provide background material for the technical cooperation program. Presents background of the land and sections on the trade union movement, the labor force, wages and working conditions, labor administration, and living conditions. A page on education, vocational training and apprenticeship provides an overview of the role of primary and vocational education, university programs in agriculture and engineering etc. and the work of outside agencies in vocational training.

817 US DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ. Information on Education Around the World Washington, D.C. various dates and pagings

Series published free of charge by the Office of Education on comparative education. Several numbers are 15-20 page bibliographies on the education of one particular area or country (for example, No 57, Sept. 1961 on India; No 58, Sept. 1961 on education in the Western hemisphere; No 25, Sept. 1959 on recent materials related to international education.)

AFRICA

See also Entries 61,65,130,134,221,237,240,242,245,256,323,340,363,384; Cameroons: 358; Ghana: 301,540,703,734; Ethiopia: 512; Nigeria: 59,266, 591,638; Sudan: 3; Tunisia: 729; Uganda: 390.

818 BARBER, W.J. "Economic Rationality and Behavior Patterns in an Underdeveloped Area: A Case Study of African Economic Behavior in the Rhodesias" Econ. Dev. & Cultural Change Vol 8, No 3 (April 1960) pp 237-51

"The purpose of this paper is two-fold: first, to analyze the response of an indigenous people to fresh opportunities for economic advance; and secondly to consider the extent to which the observed patterns of economic behavior can be explained by the usual assumptions of economic rationality." The conclusion is that there is rationality in African behavior but it must be understood in context.

819 DE BRIEY, P. "Industrialization and Social Problems in Central Africa" Intl Labour R. Vol LXIII, No 5 (May 1951) pp 475-506

"In Africa, as in other underdeveloped areas, industrialization is now assuming fundamental importance. The particular character of African migration, with its profound social and economic consequences, is the result of the growth of industry ... (In this) article, after a survey of the social and economic background, the author examines certain social effects of industrialization in Central Africa and describes the efforts to mitigate them."

820 DE BRIEY, P. "The Productivity of African Labour" Intl Labour R. Vol LXXII, No 2-3 (Aug-Sept 1955) pp 119-37

This article deals with "the human factor in productivity in Africa. The subject is of great importance, since no incentive can operate unless it is adapted to the nature of the worker. While a fuller knowledge of the African worker, his environment and reactions to it, his motives and needs, may not in itself suggest the answer to the problem of the productivity of African labour, it should at least help to put it in perspective and indicate the best approach."

821 DOOB, Leonard W. "The Psychological Pressure upon Modern Africans" J. of Human Relations Africa Vol 8, Nos 3 & 4 (Spring & Summer 1960) pp 465-72

Africans are simultaneously and continuously exposed to both traditional and Western forms of culture. There ia a large gap between the bulk of the people and the new African leaders who are pushing their countries toward independence and economic and political development. The author conceptualizes and discusses changes which Africans must make when they yield to the pressure of European or their own leaders. There must be an extension of knowledge and interests among Africans, an ability and desire to postpone present rewards for the sake of future gratification, and willingness to abandon some of the certainties provided by traditional society and to accept innovation. The author's firsthand contacts with Africa indicate that the pressures upon modern Africans to remain traditional and to become modern are strong and unresolved.

822 FAO Report on the Possibilities of African Rural Development in Relation to Economic and Social Growth African Survey, C 61/15 Rome 1961 pp 235

Part I gives the background to rural development; Part II discusses technical change and the balanced use of resources; and Part III has reference to special problems of rural development.

823 FRANCE, REP. OF Direction de la Documentation L'Afrique à Travers les Publications de la Documentation Française Bibliographie 1945-1961 Travaux et Recherches Séries No 14 Paris 1961 107 pp

Includes all publications of the Documentation Française dealing with Africa from 1945 to June 30, 1961. Titles are listed chronologically under regional and national headings. Where the number warrants it, the titles are sub-grouped under each heading by subject matter as follows: (1) generalities, institutions, political evolution; (2) economy, economic development; (3) social and cultural life.

824 HUNTER, Guy Supplement on Manpower and Training Tropical Africa Project Institute of Race Relations, 36 Jermyn St. London, SWI (Undated)

A most interesting collection of facts and opinions about manpower and training in tropical Africa.

825 INTL AFRICAN INST. (London) African Worlds Studies in the Cosmological Ideas & Social Values of African Peoples Oxford Univ. Press London & New York 1954 241 pp

"There can be ... no single blueprint that will apply directly to all African cultures and there is correspondingly no short way to the understanding of particular peoples. There are, however, recurrent themes and a number of main patterns of activity and interconnection which are valuable guides to this understanding, and these are exemplified here", writes Daryll Forde in his introduction to this collection of anthropological studies of nine of the many diverse tribes of Africa - the Kasai, Abaluyia, Lovedu, Dagon, Mende, Shilluk, Ashanti, Fon, and the Kingdom of Ruanda. Purpose of the study, which is aimed at those occupied with economic and social affairs in Africa today, is to portray "some of the background and points of departure from which African peoples are now making the extensive and often difficult cultural and social adjustments demanded by their progressive integration into the Western world."

826 INTL AFRICAN INST. (London) Social Implications of Industrialization and Urbanization in Africa South of the Sahara UNESCO Paris 1956 743 pp

Sponsored by UNESCO, this book represents the first systematic study of the social conditions and trends among urbanized and industrialized African populations. The publication includes a survey of recent and current field studies concerned with the social effects of economic development (studies up to 1952). This survey shows a number of common social effects resulting from the creation of heterogenous, largely unskilled and illiterate wage-earning populations in African towns. It also shows that wide differences in the economic conditions and social milieu of such urban populations have to be taken into account. The book presents problems of methodology involved in the research and suggests that new principles or generalizations for sociology and anthropology may be gained from future African studies as well as information for practical purposes.

827 ILO African Labour Survey Studies and Reports, New Series No 48 Geneva 1958 712 pp

This "encyclopedic" report giving a country by country account of the working conditions of African men and women is expected to remain a standard reference for some time to come. It opens with a broad summary of economic and social conditions in Africa south of the Sahara, followed by chapters on land and labour and on community development, which serve to stress the predominance of agriculture and rural activities in African life. The ensuing chapters deal with such matters as manpower and employment; productivity of labour; technical and vocational training; freedom of association and industrial relations; wages and wage policy; forced labour; recruitment and engagement of workers (including penal sanctions); conditions of work; occupational safety and health; social security; workers' housing; the cooperative movement; labour administration and inspection; and the application of international labour standards in the area.

828 ILO First African Regional Conference, 1960 Report I: Report of the Director-General Geneva 1960 90 pp 75¢

Presented to the conference in Lagos, this general report outlines something of the economic and social background of Africa to illustrate the changes that are taking place and to pose in broad terms the problems that must be faced as territory after territory emerges to independent nationhood. The first chapter examines in some detail the economic growth of Africa in recent years, the increasing diversification of economic patterns and their implications. The second concentrates on the patterns of employment that have resulted. It shows to what extent rural Africa is still the basic source of manpower, whether for agriculture or industry, and indicates the problems this poses for both. The third chapter deals with workers' education, which is of great importance in Africa as an aid to the growth of the workers to their full maturity as responsible partners in production and in the social organization of industry. The last two chapters outline the main problems to be dealt with and ILO's line of action.

829 ILO Labour Survey of North Africa New Series, No 60 Geneva 1960 473 pp $4

The first chapter presents, in the broadest possible terms, the essential physical features of the region, its basic economic patterns, and the barest outline of economic and social conditions. In Chapter II a general account is given of the natural conditions in which agriculture, the mainstay of life in the area, is carried on, together with its organizational features, the problems of land tenure, of population pressure, and of living and working conditions of the various categories of workers on the land. Chapters III to XII cover successively the following questions: manpower and employment; technical and vocational training; freedom of association and industrial relations; wages and wage trends; conditions of work; social security; cooperation; handicrafts; labour administration and inspection; and the application of international labour standards. Finally three appendices are provided, containing a reference list of the principal labour legislation, a list of additional tables and a short bibliography. (ILR Jan 1962, p 92)

830 Intl Labour R. "The Development of Wage-Earning Employment in Tropical Africa" Vol LXXIV, No 3 (Sept 1956) pp 239-58

"Under the influence of the system of transactions based on money, introduced by the Europeans, the traditional 'subsistence economy' of Africa is giving way to the 'market economy'. Africans are no longer working purely to meet their own needs; they are also producing goods for sale (and especially for export) or are hiring their services to undertakings. The social changes resulting from the production of cash crops by independent farmers only take place slowly; on the other hand, the rapid increase in the number of wage-earning workers and the adaptation of these workers to working techniques and methods with which they are completely unfamiliar give rise to far more radical economic and social changes. This article contains a study of the working population in Africa, and in particular of the wage-earning labour force in tropical Africa, and an analysis of its distribution by branch of activity and of its movements from one place to another."

831 Intl Labour R. "Economic Development and Employment in Eastern Cameroun" Vol 85, No 6 (June 1962) pp 601-11

Many Africans believe that the problems facing their countries "can be solved only by state-controlled central planning of economic and social development. Eastern Cameroun has already started along these lines by adopting a five-year plan in December 1960." This article sketches the "general outline of the five-year plan, the employment situation and economic and social prospects and problems of the country." Education is one of the major problems. The country is attempting to expand its formal system but is plagued by lack of money and lack of qualified teachers. Vocational training schemes currently exist, but are judged inadequate because they are not geared to make the training strides required. A mass training method which would employ young people (18-26 years of age) for the period of one year to "carry out work of national importance" is discussed.

832 Intl Labour R. "Manpower and Employment Problems in Libya" Vol 85, No 1 (Jan 1962) pp 30-40

The report concludes that there is an "acute shortage of skilled personnel at all levels, particularly professional men, foremen, technicians, clerical grade and typists, and, at the skilled worker level, in the building and civil engineering industries, in the motor trades and in engineering workshops. The training of Libyans for jobs in industry other than 'white collar' jobs will encounter a familiar form of resistance from boys and young men who prefer secondary and, if possible, university education followed by an office or administrative job."

833 KILBY, Peter "African Labour Productivity Reconsidered" The Economic Journal Vol 71, No 282 (June 1961) pp 273-91

Based on a study of over 50,000 Nigerian workers in 63 companies, this essay has directed itself to the problem of African labour productivity, concentrating on the human factor or, in other words, the quality of labour. Particular pains have been taken to correct the traditional image of the African wage earner. From a statistical analysis of turnover, absenteeism and output, it is concluded that the African is inherently as capable as any worker and more willing than workers in developed economies. Lower productivity is largely determined by the methods (machinery, incentives, etc.) used by management which must bear the stigma of imperfect performance.

834 NATIONAL ACADEMY OF SCIENCES - NATIONAL RESEARCH COUNCIL Recommendations for Strengthening Science and Technology in Selected Areas of Africa South of the Sahara International Cooperation Administration Washington, D.C. July 1959 108 pp (paper) + Appendices 153 pp + Charts

A study made for the purpose of evaluating the present situation and identification of long-range opportunities for application of patterns of technical assistance to support further progress in 10 selected areas. Agriculture and Public Health are considered fields for "most significant" opportunities and it is recognized that "collateral developments" in education and technologies are essential. Specific detailed recommendations are made for institutions and projects in each area. A thick volume of appendices covers: (1) Individuals consulted in the course of the study; (2) Annotated list of selected organizations dealing with science in Africa; (3) Selected list of conferences in science & technology; and (4) Nonrenewable natural resources - Country Summaries.

835 OTTENBERG, S. and P. (eds.) Cultures and Societies of Africa Random House New York 1960 564 pp

An 80-page introduction provides general geographical background, language, history, and physical anthropology as a framework for the following thirty social anthropological accounts of African areas. Most major contributors to African studies are represented or referred to. The entire volume is useful as both overview and for specific insights. Of particular interest is D. Forde's "Cultural Map of West Africa."

836 PANOFSKY, Hans E. A Bibliography of Labour Migration in Africa South of the Sahara Univ. Library, Northwestern Univ. Evanston, Ill. 1961 28 pp

References are organized by geographic areas within Africa and an index of authors and editors is included.

837 SENEGAL REPUBLIC Plan Quadriennal de Dévéloppement 1961-1964 Dakar 1961 209 pp + annexes $5 plus postage

One of the first comprehensive four-year national development plans in sub-Saharan Africa, it stresses the importance of human resource development. The general nature of the deficiencies of the present educational system are indicated (p 4) and the planned reforms and expansion of education during the period are detailed under three chapters: "General Orientation and Objectives," "Investment," and "Conditions and Means of Realization." (pp 131-155)

838 SISTER MARIE-ANDRE DU SACRE COEUR "Tribal Labour and Social Legislation in French Tropical Africa" Intl Labour R. Vol LXVIII, No 6 (Dec 1953) pp 493-508

"In spite of the development of wage-paid employment in French tropical Africa, systems of tribal labour organization, governed by ancient family and clan traditions, still survive over large territories. A knowledge of such systems, which is essential for the application of social legislation if such legislation is to have the beneficial effects intended, can only be acquired by close and prolonged contact with the African people themselves. The author of this article, who has spent many years in French tropical Africa studying problems concerning women and the family, here discusses the effects that new economic and social developments may have on the family and women's work, particularly in regions where polygamy is still practised."

839 TOBIAS, George Survey of High Level Manpower Requirements and Resources in Tanganyika 1962-1967 Ministry of Health and Labour Dar-es-Salaam 1962 81 pp

840 UNESCO "Labour: Conditions, Aptitudes, Training" by Nelly Xydias Social Implications of Industrialization and Urbanization in Africa South of the Sahara International African Institute London 1956 pp 275-367

A report based on research in Stanleyville, Belgian Congo, covering: (I) Labour Problems and Working Conditions, (II) Aptitudes and Training of Africans, (III) Attitude to Work.

Africa — Education

See also Entries 201,437,513,527,546,547,550,556,574,636,637,654,655,713, 756,760,771.

841 AFRICAN EDUCATION COMMISSION Education in Africa by T. Jones A Study of West, South and Equatorial Africa by the African Education Commission, under the auspices of the Phelps-Stokes Fund and Foreign Mission Societies of North America and Europe Phelps-Stokes Fund 297 Fourth Ave. New York 1922 323 pp

Although now outdated, this work is one of the first, largest and most important American contributions to the study of African education. Its descriptions of the environment of African education and its organization and curriculum, and the work of the missions in each of the areas of Africa South of the Sahara, as well as its criticisms and recommendations should form the basis for any systematic study of the education of African natives. Notable is its avowed purpose "to help the Natives of Africa by encouraging an education adapted to their actual needs" and its attention to social and economic conditions.

842 AFRICAN EDUCATION COMMISSION Education in East Africa by T. Jones A Study of East, Central and South Africa by the Second African Education Commission under the auspices of the Phelps-Stokes Fund, in cooperation with the International Education Board Phelps-Stokes Fund 297 Fourth Ave New York 1924 416 pp

This important sequel to the A.E.C.'s Education in Africa (1922) covers the area of the East Coast of Africa omitted in the former report. It resulted from a year-long inquiry conducted in Africa by the Commission on the educational work being done and the educational needs of the people. Its objectives were "to help the Natives in the various countries...visited through encouraging more and better education of the right type, and...to promote...friendly interracial relations." Its most important task was to find the types of education best suited to the Negro masses..."to fit the (Native African) to meet the specific problems and needs of his individual and community life." An important document in the history of African education.

843 African Women Dept. of Educ. in Tropical Areas Univ. of London Inst. of Education Vol 1, No 1 (Dec 1954) 1/

This first issue of a periodical published as a supplement to The Colonial Review deals with the specific problems of educating women in Africa. It contains a foreword by Margaret Mead and articles dealing with girls' education in Uganda, Kenya, Tanganyika, Sierra Leone, Basutoland, and the Gold Coast.

844 ASHBY, Sir Eric "Wind of Change in African Higher Education" Africa Report Vol 7, No 2 (March 1962) p 5

The author's thesis is that the prime task of universities in Africa is to become African universities - not just transplanted American, British or French institutions. As yet there is no west African university. African nations are dependent on their universities for statesmen and administrators. They also should be able to obtain disinterested opinions on important economic, legal, and scientific issues -- opinions which can be disinterested only if they are insulated from pressure. The questions are raised whether it would not be better for African universities to have new constitutions which will safeguard the ingredients of academic freedom, and whether they do not need new curriculums based on Africa's needs rather than British or French.

845 BREMBECK, C.S. and J.P. KEITH Education in Emerging Africa A Select and Annotated Bibliography Michigan State Univ. East Lansing, Mich. 1961 153 pp (paper)

Under seven categories, selected books, documents and periodicals are listed with lengthy, substantive annotations for each entry. Particular emphasis is upon educational literature relevant to development of new nations in Africa. Categories include: Administration and Control; Education and Change; Educational Planning; Fundamental and Adult Education; Teachers, Teaching and Students; Vocational, Technical and Special Education; Bibliographies in African Education. Most sources are "rather amply annotated." Generally the annotations constitute brief summaries of the sources' main points.

846 CAIN, L.F., J.C. CONNELLY, A.D. LANG and R.R. SMITH
A Consolidated School System for Monrovia, Liberia
Report of a Survey for the International Cooperation
Administration San Francisco State College San
Francisco 1961 67 pp (mimeo)

Discusses the following topics: 1) the background of the educational problem in Liberia and the organization of the educational system of the Republic; 2) the significant problems related to the development of a consolidated school system for the City of Monrovia; 3) a recommended plan of technical assistance which might be carried on by an American college or university for initiating such a system and for improving the quality of education.

847 CASTAGNO, A. "Education and Political Evolution in an
African Society" Inst. of Intl Educ. News B. Vol 33,
No 6 (Feb 1958) 9 pp

Traditionally the Somalis are "nomadic stock-herders who travel extensively" to find the best pasture. Education in a society such as this is difficult to achieve. Economic and political measures which would change the society from nomadic to sedentary may be the answer. To bridge the gap between the educated few and the illiterate masses, stress is put upon social and moral responsibility and respect for the old family system and loyalties. Adult education is starting with the elders and leaders in the villages. In 1952 a School of Politics and Administration was formed to help prepare Somalis for the independence of their country. One of the biggest handicaps to the education of the Somali is the lack of a written national language, though there is a common spoken one. It is hoped that the new government will adopt a national language.

848 Ethiopia Observer (Addis Ababa) Vol 2, No 4 (Mar 1958)
30 pp

The entire issue is devoted to Ethiopian education. Especially relevant to human resource development is the article "Problems of Education", p. 133, which examines particularly why children drop out of school early, the use of foreign teachers, and the educational budget in relation to the national budget. Other articles discuss some of the most urgent needs in expanding the educational system, the possibilities of curriculum changes to meet the man-power demand of the developing country, and the language problems of the country. Specific schools are described.

849 GINESTE, R. "L'adaptation des horaires et programmes
au Ministère de l'Education Nationale de la République
du Mali" Bulletin de Liaison No 20 (1960)

Describes the work of various commissions convened in the Republic of Mali during 1960 to adapt the secondary curriculum to African needs. The article details the changes recommended per grade level in French, mathematics, natural science, history, and geography.

850 Int'l Labour R. "The National Apprenticeship System in Ghana" Vol 85, No 6 (June 1962) pp 612-21

"The Government of Ghana has decided to set up a national apprenticeship system with a view to developing uniform apprenticeship standards and practices and maintaining an adequate supply of skilled industrial workers through apprenticeship training. This article presents information on the situation in Ghana prior to the new system, the steps taken to prepare the way for this system, its organization and administrative features, and considerations regarding some future problems of apprenticeship training development in Ghana."

851 KIMBLE, George H.T. Tropical Africa Vol II: Society and Polity Twentieth Century Fund New York 1960 472 pp

This second volume of one of the most comprehensive surveys of Africa and its diversity contains many references throughout to educational achievements, problems, and policy accessible through the index. Chapter 16, "Assault on Ignorance", deals with Educational Agencies, Some of the Problems, The Education of the School-Aged, The Education of the Adult, and The Mass Communication Media.

852 KITCHEN, Helen (ed.) Africa and the United States - Images and Realities Background Book - Eighth National Conference - Boston Oct 22-26 1961 United States National Comm. for UNESCO Washington, D.C. 212 pp

Prepared as background material for twelve panels, these papers include: "Changing Approaches to Education in West Africa" by Wendell P. Jones; "Differing Approaches to Education in East and Central Africa" by Betty George; "Trends in Higher Education" by Martin L. Kilson, Jr.; "The Broadening Horizons of African Women" by Adelaide C. Hill; "Helping Africa Build a Scientific Community" by John J. McKelvey, Jr. and Eric R. Rude; "The Role of Science and Technology in Africa's Developing Economies" by William E. Moran; and "Tentative Thoughts on Basic African Values" by Robert A. Lystad.

853 KI-ZERBO, Joseph "The Content of Education in Africa" Annex IV pp 55-60 Final Report of the UNESCO Conference of African States on the Development of Education in Africa - Addis Ababa 1961 Paris 1961 130 pp

"Education is the very core of development in Africa. It is one of the main levers for speeding up its progress in all spheres... It has a strategic position in the great battle for progress. Now, if it is to fulfill its many functions satisfactorily, education in Africa must be African; that is, it must rest on a foundation of specifically African culture and be based on the special requirements of African progress in all fields."

854 KOINANGE, A. "Self-Help in Education: Kenya Africans Build a College" Ethiopia Observer (Addis Ababa) Vol 2, No 2 (Oct 1958) 4 pp

Description of how a college was built by an African community. Author describes problems of motivating the community, acquiring land, building the structures, and the attitudes toward the college.

855 MBOYA, T. "African Higher Education A Challenge to America" The Atlantic Monthly Vol 208, No 1 (July 1961) pp 23-36 60¢ single copy

The need for higher education in Africa is generally recognized. What is less clearly seen is the need for haste. "The United Nations' visiting mission to Tanganyika was right when it recommended a crash program to meet the needs of African higher education today." The Airlift-Africa program is a fine example of what enthusiasm and sacrifice will accomplish but it needs to be expanded. Africa needs "to experiment with various systems and structures to produce a truly African type of education ... The question of priorities as to what fields students should concentrate on will have to be decided in Africa by Africans ..."

856 MERCIER, Paul "Socio-Cultural Factors and Programmes for the Development of Education" Annex IV pp 81-9 Final Report of the UNESCO Conference of African States on the Development of Education in Africa - Addis Ababa 1961 Paris 1961 130 pp

"In this brief memorandum it will be impossible to give an exhaustive account of all the problems suggested by its title. Its sole purpose is to single out some of the main topics that call for thought and discussion - and that are of major concern both to African leaders and to those engaged in research on African problems - and to propose a number of measures for expanding our knowledge and turning it to better account in those fields which are felt to have priority in present circumstances."

857 MUMFORD, W.B. Africans Learn to be French Evans Bros Ltd London 1937 174 pp

This book is based upon a tour of French West Africa made by the author, the Head of the Colonial Department of the University of London Institute of Education, but goes far beyond direct observation. 80 pages are translations of major policy statements made by French officials from 1930-35. The author gives a short and lucid picture of French educational policy and practice in West Africa. A constant parallel is made with educational policy and practice in British Africa by a person well qualified to do so. This essay has become a classic among the few books written in English about French education in Africa.

858 NIGERIA - FEDERAL MINISTRY OF EDUCATION Investment in Education The Report of the Commission on Post-School Certificate and Higher Education in Nigeria (Sir Eric Ashby, Chairman) Lagos 1960 140 pp 5/ (Available from Crown Agents, 4 Millbank, London SW 1 and 3100 Massachusetts Ave. NW, Washington 8, D.C.)

A quantitative projection of Nigeria's educational needs up to 1980. Need is for facilities to handle 180,000 secondary students (compared with present facilities for 45,000); to upgrade 20,000 teachers in special short courses over the next ten years; to raise the flow of university graduates from 900 to 2,000 per year; and generally to broaden the top of the educational pyramid; concentrated courses in English and more intensive use of plant facilities. Part I is the complete report and general recommendations; Part II contains special reports, including "High level manpower for Nigeria's future," by F. Harbison.

859 Phi Delta Kappan "Africa - Its Educational Problems and Promises" Vol 41, No 4 (Jan 1960) 200 pp

This entire issue is devoted to the most explosive force in emergent Africa - education. Articles by such experts as Gwendolen Carter, Franklin Parker, and Wendell P. Jones cover topics such as education for Africanization, bush schools, mission education and French educational policy in Africa. The core of the findings on content and method is that education in Africa follows Western patterns too slavishly.

860 RICHARDSON, G.B. "Education in Post-Colonial Africa - The Opportunities and Dangers" Inst. of International Education News Bulletin Vol 36, No 3 (Nov 1960) 7 pp

The newly independent countries of Africa face a challenging situation in the development of their educational systems. There are many questions to be answered: Should the old educational systems be retained? What should happen to the mission schools? Who should be educated -- everyone? women? How will the education be supported -- taxes? foreign countries? foundations? All manner of informal educational agencies can play as large a part as they want -- extension agencies, community literacy programs, night schools, women's groups.

861 ROUCEK, Joseph S. "Education in Africa South of the Sahara" Journal of Human Relations Africa Vol 8, Nos 3 & 4 (Spring & Summer 1960) pp 810-18

"Although the conditions influencing the nature of educational practice vary in each of the African countries, the main educational problems can be summarized, from an over-all point of view, as concerned with (1) illiteracy; (2) what kind of specific education should be continued or changed; and (3) the problem of the education of the elites. Within the brief span of this article chief emphasis will be placed upon these problems as they have been met with by the three chief colonial powers controlling African domains -- Britain, France and Belgium." Includes a good bibliography on African education.

862 RUTH SLOAN ASSOCIATES The Educated African (H. Kitchen, ed.) Frederick A. Praeger New York 1962 560 pp tables, maps, photos

A comprehensive study by more than 100 experts of the educational systems that were developed under colonial rule and of those that are now being developed under the newly-independent governments. Each of the 42 chapters (one for each country or territory) covers five major aspects: (1) the political, social and economic context in which the educational system has developed; (2) the various political objectives of the colonial powers as exemplified in the educational systems they introduced; (3) operation of the educational systems during the period of colonial rule, including discrepancies between stated objectives and actual accomplishments; (4) problems faced by the new governments in adapting these school systems to meet post-independence needs and aspirations, and in relating educational priorities to limited financial resources; and (5) political and social attitudes of today's and yesterday's educated African.

863 SENEGAL Min. de l'Education Nationale La Scolarisation Primaire et Secondaire à Dakar au 1er Janvier 1969 Dakar 1961 17 pp (mimeo)

Basically a comprehensive statistical presentation of the educational situation in metropolitan Dakar and the Cap Vert Peninsula (Senegal) as of January 1, 1961, the study includes a comparison of these findings with those of the country as a whole, and an analysis of the projected growth of the regional education system in relation to the goals of the current national four-year development plan.

864 STRATMON, D.L. "The Ghana Educational System" Journal of Negro Education Vol 28, No 4 (Fall 1959) pp 394-404

Ghana has taken a school system inherited from the colonial regime and enlarged it, particularly at the primary and middle school levels. A considerable bottleneck exists at the secondary school level; many boys and girls still are not able to gain admission to secondary schools. This puts a severe limitation on the number of students available for university and teacher training.

865 UNESCO Conference of African States on the Development of Education in Africa Final Report Paris 1961 130 pp

This report of the conference held at Addis Ababa in May 1961, includes a short-term (1961-66) and a long-term (1961-80) for the development of education in Africa. In the five-year plan priorities are given to secondary education, curriculum reform and teacher training. Goals for the longer period are: universal compulsory free primary education; secondary education for 30% of primary school graduates; and higher education for 20% of the secondary school graduates. The importance of educational planning, inter-African cooperation, and international financial aid are stressed. The latter aspect receives a more specific treatment than in the reports of the Karachi and Santiago Conference. For an informal account see Richard Greenough's "Africa Calls ... Development of Education, the Needs and Problems" UNESCO Publications Center New York 1961 50 pp 50¢

866 UNESCO/ECA Outline of a Plan for African Educational Development Conference of African States on the Development of Education in Africa Addis Ababa May 15-25 1961 27 pp

This summary of the Plan presented in the Final Report of the conference covers four aspects of the problem: "Needs," "Economics and Education," "Priorities," "Costs," and concludes with "Recommendations".

867 US - AGENCY FOR INTERNATIONAL DEVELOPMENT Dept. of State African Women Educators Project Report by Verna A. Carley Washington, D.C. 1962 148 pp

The report of an AID-sponsored project to identify and examine problems of education of girls and women in Africa. The African "workshops" were held, followed by a 3-month study tour of the United States by a selected group of African women educators. The report deals with organization, procedures, papers resulting, impressions of participants, and brief reports of current educational structure in sixteen African countries.

868 U S DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ.
Education for Africans in Tanganyika by Betty George
FS 5.214:14039 Gov't Printing Off. Washington, D.C. 1960
97 pp 40¢

Reports on a preliminary study of the African educational system and plans for expanding educational facilities in this British-administered trust territory on the way to self-government.

869 WEEKS, Sheldon G. "New Africa's Most Pressing Problem: Education for the Millions" Africa Today May 1962
pp 7-10

After a brief summary of traditional African education (education under colonialism) this article examines the problems involved in the rapid expansion of education in Africa, necessary reforms in curriculum, and educational wastage. The author concludes that a resolution of some, at least, of these dilemmas lies "not only in seeking more rapid development through centralized planning, but also in finding dramatic ways to retrain and utilize unabsorbed primary and secondary school leavers and avoiding the problem of the educated unemployed as found in India."

870 WILLIAMS, Chancellor The Rebirth of African Civilization
Public Affairs Press New York 1961 328 pp $6

The theme of this book is how to build an African nation. On this subject, the author makes a number of interesting points concerning the centrality of a master plan for education and in particular of "an African university" -- a sort of University of California system for every new nation.

871 WORLD CONFEDERATION OF ORGAN. OF THE TEACHING PROFESSION
A Report of the First Meeting of the Exploratory Commission on Educational Policy for Africa of the World Confederation of Organizations of the Teaching Profession held at Jos, Nigeria, 13-18 April, 1959 Revised Draft
Washington 6, D.C. 1959 16 pp (mimeo)

Sets out the general lines of discussion of the Commission, including a tentative list of problems to be tackled by such a commission covering every aspect of traditional education, the financing of education, central vs. local control of education, elevation of the teaching profession, politics and education, and educational research. It was concluded that there was a great need for a permanent commission on African education under the wing of the WCOTP with a majority of African members. Priority would be given to examining the problems of primary education, education of women, educational policy and politics, professional teachers' organizations, and teacher training.

872 ZADE, Mekhti "Basic Problems of Adult Education in the Countries of Africa" Annex IV pp 113-19 Final Report of the UNESCO Conference of African States on the Development of Education in Africa - Addis Ababa 1961 Paris 1961 130 pp

"Adult education, and first and foremost the elimination of illiteracy among the adult population in the countries of Africa, presents an extremely urgent and complex problem. At the present stage in the development of the countries of Africa, where many of them have now achieved sovereignty and independence the solution of this problem cannot wait. The extension of education in Africa, the development of primary and secondary, technical and vocational and adult education, is a vital factor not merely for cultural progress but also for the economic and political advancement of the countries concerned. Adult education, as opposed to the education of children and young people, has its own specific character. of course. Its main distinguishing feature is that it concerns the education of people who, unlike children, are not freely available - who have little time for study, are engaged in physical and sometimes exhausting labour and are burdened by family cares and sometimes also by financial difficulties. This accounts partly for the complexity of the problem. Nevertheless, complicated as it is, it can in our opinion be solved, given goodwill, earnestness and decisive action on the part of those people - educationalists and politicians - who are responsible for running the country."

See also Entries 27,77,166,289,339,347,357,374,377,393,419,429,442,532, 607,633,785,787; Burma: 708; Ceylon: 86,630; Indonesia: 336,338,565; Malaya: 740; Thailand: 816.

873 ADAMS, D. "Problems of Reconstruction in Korean Education" Comparative Education R. Vol 3, No 2 (Oct 1959) pp 27-32

An historical description divided into three parts: Chinese classicism, Japanese colonialism, and Western democracy. Concludes that certain changes are called for: a re-orientation of the curriculum away from the past and towards the future, development of educational "leadership" rather than mere authoritarian figures, and development of a problem-solving approach to current social conditions.

874 ANDREATTA, Louis Education in Vietnam American Friends of Vietnam New York 1961 50¢

A selected and annotated bibliography of more than thirty entries dealing with primary, secondary, higher and vocational education in South Vietnam. Entries list only those sources which will be readily found in most large public and university libraries in the U.S.

875 BARLOGA, F.L., Dean W.W. BURR, D.R. SHERMAN and W.E. STIRTON "Report of Technical Education Survey Team" Ekonomi dan Keuangan Indonesia Vol VIII, No 10 (Oct 1955) pp 637-83

This is a report of a U.S. International Cooperation Administration Team. It covers classroom instruction and curriculum, teachers, educational philosophy and projected planning, school administration, physical plants, and agriculture and concludes with recommendations on each section covered.

876 DEY, S.K. "Gotong Royong or Alang Alang? A Draft Scheme for Community Development Programme in Indonesia" Ekonomi dan Keuangan Indonesia Vol VIII, No 9 (Sept 1955) pp 528-86

This survey of the Indonesian Community Development Program was written by an Administrator for the Indian Community Project Administration. At the request of the U.N. Technical Assistance Administration, he spent six months in Indonesia in an advisory capacity. His report reviews present status and includes a proposed program covering administrative organization, training, budget and finance. Data appendices include sections on education, public health and cooperatives.

877 ILO "Problems of Manpower and Productivity" (Chap III) pp 179-208 Urbanization in Asia and the Far East Proceedings of the Joint UN/UNESCO Seminar, Bangkok, Aug 8-18, 1956 Tensions & Tech. Ser. UNESCO Research Centre on the Social Implications of Industrialization in Southern Asia Calcutta 1958 285 pp

"This chapter falls into two parts. The first part describes some of the human and social problems associated with the movement of people from the country to the towns in the ECAFE region, and discusses certain short-term and long-term measures in the field of manpower policy (notably training and employment market organization) which may help toward a solution of these problems. Important as they are, however, such measures need to be devised and applied as integral parts of more general policies aiming at economic development and higher levels of employment and productivity. These more general problems are discussed briefly in the second part of the paper."

878 Intl Labour R. "Manpower Aspects of the Lower Mekong Basin Development Project" Vol 85, No 4 (Apr 1962) pp 357-67

This article "sketches basic features of the project and presents the main findings of investigations regarding the current manpower situation in the four countries concerned and the potential impact thereon of important elements of the project." A section on vocational training stated that of the four nations involved, Thailand is the most advanced in terms of education and training facilities available at all levels. Viet-Nam maintains a variety of vocational education and training facilities and programs on all levels are in the process of being expanded. The annual output of the vocational schools in Cambodia is inadequate to meet the country's needs, but the whole program on the secondary level is to be revised and expanded. Laos has a severe shortage of technically trained personnel and the greatest need for vocational training facilities.

879 Intl Labour R. "The Population and Labour Force of Asia, 1950-80" Vol 86, No 4 (Oct 1962) pp 348-68

"The Asian continent represents the key factor in the future world population and labour force. With more than one-half of the world's population and a recent annual population growth of 2.2 percent, Asia today accounts for nearly 65 percent of the annual increment to the world's population. Approximately two-thirds of the labour force in Asia is engaged in agriculture. The current annual increment to the labour force may be estimated at 16 million persons; and the process of economic development requires that all or most of this growth in the labour force be channelled into non-agricultural sectors of the economy. This article attempts to provide some indication of the magnitude of the problem which this represents for the different Asian countries."

880 KROEF, Justus M. van der "Economic Development in Indonesia: Some Social and Cultural Impediments" Econ. Dev. & Cultural Change Vol IV, No 2 (Jan 1956) pp 116-33

A description of "some of the major cultural and social obstacles that stand in the way of Indonesia's present economic development. For the sake of convenience they will be grouped around three model aspects of the country's economic structure and its patterns of economic action. These three aspects--the problem of low productivity of labor, the parasitic function of the autochthonous entrepreneur, and the high degree of state control over those with intellectual and developmental skills--may serve as useful points of departure in an analysis of certain contemporary culture traits and social structural forms that impede a more rapid rate of economic growth."

881 LASKER, Bruno Human Bondage in Southeast Asia Univ. of North Carolina Press Chapel Hill, N.C. 1950 406 pp $6

"A study begun during the war as one of several enquiries into labour conditions in South-East Asia initiated by the International Secretariat of the Institute of Pacific Relations, and completed and published under the auspices of the American Institute of Pacific Relations. Although slavery has been largely abolished throughout the world, human bondage survives in many places and in many forms, and appears in all the countries of South-East Asia. .... The education of public opinion is of paramount importance, together with such measures as increased credit facilities, easier access to land and a wider choice of vocational opportunities. The study traces the history of slavery, serfdom and peonage, debt bondage, forced labour and compulsory public services, down to the development of labour relations in modern enterprise, with its problems and methods of contract labour and recruiting. Much attention is given to the international action taken in this field by the League of Nations and the International Labour Organisation in particular, and the author emphasises the importance of regional international co-operation between the Governments of South-East Asia in working out programmes of social improvement. In conclusion he sums up the present situation and the prospects for the future. Well annotated and indexed, with a number of useful appendices, the book is a valuable guide to the study of an important aspect of the social and psychological background to the customs and attitudes of the peoples of South-East Asia, on the understanding of which the political, economic and social development of the region depends." (ILR Apr 1951 p 470)

882 SMITH, Bruce L. Indonesian-American Cooperation in Higher Education Inst. of Research on Overseas Programs Michigan State Univ. East Lansing, Mich. 1960 133 pp $2 (soft)

This study, financed by the Carnegie Corp. of New York, describes the historical development of the Indonesian educational system and the lack of facilities and curriculum to cope with the present status of the country as an independent nation. The general scope and structure of inter-university relations are examined along with the peoples and problems involved and recommendations for improvements are made.

883 UN - ILO - FAO Toward the Economic Development of the Republic of Viet-Nam Report of the Economic Survey Mission United Nations New York 1959 300 pp $3

Includes facts on manpower resources and employment for Viet-Nam, with an outline of manpower policy and plans for efficient economic development.

884 UNESCO Regional Meeting of Representatives of Asian Member States on Primary and Compulsory Education Report Karachi Dec. 1959 - Jan. 1960 Paris Feb 1960 57 pp

Stressing the necessity of national educational planning and international cooperation, the conference report contains a general work plan of goals and attainment needs for the establishment of free and compulsory primary education in the Asian Member States. Target set was seven years of free and compulsory education for children of all member nations.

885 US DEPT. OF HEALTH, EDUCATION & WELFARE Education in Afghanistan by A.H.K. Sassani Gov't Printing Off. Washington, D.C. Jan. 1961 55 pp 40¢

Contains a brief background statement of the country, a reference to the five-year plan for economic development, and a more lengthy description of the present educational system.

886 US DEPT. OF HEALTH, EDUCATION & WELFARE Education in Hong Kong by M.T. Berrien and R.D. Barendson Studies in Comparative Education Gov't Printing Off. Washington, D.C. 1960 40 pp

Analysis of school system and curriculum in Hong Kong up to and through higher education and teacher training.

887 US DEPT. OF HEALTH, EDUCATION & WELFARE National Higher Technical Education in Indonesia: Recent Trends by K.L. Neff Studies on Comparative Education Series Gov't Printing Off. Washington, D.C. 1960 67 pp 45¢

The main objective of this study is to appraise the comparative educator of the scope and variety of experimentation that Indonesian educators are utilizing in their efforts to bring an inherited educational system into harmony with the present needs and aspirations of this young republic. Indonesia's experimentation in such fields as "general education" and "guided study" may well provide a valuable educational contribution.

888 WARD, B.E. "The Commonwealth's Island Universities" J. of Higher Education Vol 30, No 1 (Jan 1959) 3 pp

Article briefly describes the history and present course offerings of the universities of Malta, Hong Kong and Malaya and touches upon the constituency of the faculties and student bodies. These were the only British-connected universities that exist outside of the British Isles that are independent; all the others are colleges of the University of London. A good view of the highlights of the three universities named above.

889 WILLNER, Ann Ruth "Social Change in Javanese Town-Village Life" Econ. Dev. & Cultural Change Vol VI, No 3 (Apr 1958) pp 229-42

This assessment of the impact of "seven years of occupation and revolution, five years of political independence, and two years of rising inflation" in one town-village complex in East Java includes a description of development in education. There is "extreme interest in education", stimulated partly by "aspirations for social mobility". Teaching (for girls) and government service (for boys) are singled out as ideal occupational objectives, providing prestige and absence of menial work. The expansion of education has led to a loosening of the grip which traditions have imposed on youth, accompanied by a reluctant acquiescence by the elders.

890 WOOD, D.W. "The Realities of Public Higher Education in Korea; Problems Involved in the Development of National Strength" J. of Higher Education Vol 32, No 7 (Oct 1961) 10 pp

This article reviews university procedures from admission to graduation and touches upon the present day influences of ICA, etc. South Korea has a total of 61 institutions of higher learning with an enrollment of approximately 80,000 students. There is an intense desire for learning. More than half of the colleges and universities of the country are located in Seoul. This means that many young people are drained away from the provinces. The universities follow the European system and are generally very well housed.

891 ZANZI, A.W. "Education and Reconstruction in South Korea" Inst. of International Education News Bulletin Vol 31, No 4 (Jan 1956)

Mass education of Koreans was first known during the Japanese occupation. The Communists destroyed all libraries, schools, during their invasion. The major problem is to achieve a national language -- both written and spoken -- for all, not one for the literate and another for the common man. Education's role is tied to the economic and philosophic conditions in the country, and particular reference is made to the influence of the Confucian and Buddhist views as they affect the whole life of the Korean people. The author concludes that the Western motives of wealth, status, reputation, may be taking the place of traditional values.

China, Republic of

892 EBERHARD, Wolfram "Labor Mobility in Taiwan" Asian Survey Vol 2, No 3 (May 1962) pp 38-43

"Taiwan is undergoing a process of rapid industrialization .... There are many ways in which the trend of labor mobility under such conditions can be studied. Our sample (from the Taiwan employment office files) consisted of 2,000 cases of applicants: i.e., every tenth case was selected from the last 20,000 applicants who used the services of the Employment Office (up to May 1960) .... In general we see that the workers who apply ... are a thoroughly urbanized group. Mainlanders are prominent among them & the age groups between 20 and 30 are the largest. The applicants are most often white collar workers rather than manual workers, and the tendency of all groups is to move into white collar jobs and out of blue collar jobs, except those requiring higher training. As we know that pay in lower white collar jobs is not a great incentive and that higher blue collar jobs are economically more remunerative, we can assume that traditional values favoring white collar jobs are still quite strong.... applicants ... are educated, with the majority having a relatively high education. The number of persons with college training is surprising and seems to indicate a 'surplus' of intellectuals, a fact which is often stated by Taiwanese, who say that in spite of the difficulty of getting into one of the colleges, a degree does not guarantee a good job. On the other hand, the general complaint that the well-trained technicians needed for modern industries are rare also seems to be confirmed by our data."

893 FOSTER, D.M. Education as an Instrument of National Policy for Economic Growth in the Republic of China Stanford University unpublished doctoral dissertation 1962 337 pp

Traces the historical backgrounds of modern Chinese education, illustrating sources of conflict and discrepancy between goals and practices. Includes a statistical coverage of current Chinese education, employment of recent vocational school graduates, and analysis of planning and procedures carried on by Chinese and U.S. advisors in recent years.

894 McCUSKER, H.F., Jr. and Harry J. ROBINSON Education and Development: The Role of Educational Planning in the Economic Development of the Republic of China Stanford Research Inst. Menlo Park, Calif. Oct 1962 Vol 1: 63 pp Vol 2: 159 pp

The report presents the general framework for integrating education more closely with economic development in the Republic of China, based on a six-month research effort by an SRI team in Taiwan. The basic research techniques used for gathering data were: (1) a detailed manpower forecast of employment of administrative, professional, technical, skilled and semiskilled workers in 1965 and 1972, and (2) an attitude survey of 4,000 vocational school and college graduates. Combining these data with information gathered from interviews and written materials, a quantitative and qualitative evaluation of the education and training activities was made and recommendations presented. These recommendations fall into four sections: (1) Measures to integrate education planning with overall development planning; (2) Measures to improve status of workers in skilled and technical occupations; (3) Measures to improve the quality and economic relevance of education; and (4) Measures to alleviate short-term manpower imbalances. The Chinese entrance examination system and its influence on quality of education is analyzed, as are other social and cultural factors that appear to cause the divergence of educational development and socio-economic goals.

895 NATIONAL EDUCATIONAL MATERIALS CENTER The Road to Tomorrow A Progress Report of the United States Technical Cooperation Education Projects in the Republic of China 1952-59 Taipei, Taiwan 1959 71 pp illus.

A record of Sino-American cooperation in education in the last seven years. "The basic objective of this phase of United States technical assistance to the Republic of China is to help develop the industrial, agricultural, and scientific potentials of the country for the socio-economic betterment of its people. Stated another way, its purpose is to help in preparing the citizens to meet the needs and challenges of living a healthy, happy and productive life in a democratic society . . . . . The major effort to date has been in the promotion of vocational training, including trade and industry, industrial arts, engineering, agriculture, home economics and community school education."

896 TAIWAN GOVERNMENT ELEMENTARY & SECONDARY SCHOOL TEACHERS WELFARE FUND COMM. Teachers' Welfare Institution in Taiwan Teachers' Welfare Series Taipei Oct 1961 50 pp

A description of an organization whose purpose is "to raise the scholastic level of the students." (For this purpose) "we must have devoted teachers; to have teachers devoted to teaching, we must stabilize their livelihood. If it is the teachers' duty to raise the scholastic level of the students, it must be the government's responsibility to stabilize the teachers' livelihood. Only after discharging its responsibility of stabilizing the teachers' livelihood can the government expect the teachers to perform their duty of raising the students' scholastic level."

897 UNESCO Curriculum Program - Final Report after Six Months Term June 1961 and Yearly Report 1961 after Two Six Months Terms by M. Stromnes Min of Educ. Rep. of China Taipei, China Various pagination (mimeo)

A detailed report of a UNESCO curriculum expert after six months and one year of function. **Assignment:** advisory service, evaluation and actual revision of curriculum prescriptions for all levels, year 1 through secondary. The actual revised curriculum is included as are certain unusual insights into operating problems faced by such personnel.

898 U S DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ. Education in Taiwan (Formosa) by Abul H.K. Sassani FS 5.3:956/3 Gov't Printing Off. Washington, D.C. 1956 34 pp 20¢

Discusses the influence of Western and other foreign cultures on modern Chinese education.

China, People's Republic

899 BENTON, W. "Education in Red China" Saturday Review Vol 64, No 28 (July 15, 1961) 4 pp

This article is based on the report of a special task force of researchers and scholars from the Encyclopedia Britannica. It describes the educational system of mainland China.

900 CHEN, Theodore Hsi-en "Education and Indoctrination in Red China" Current Hist. Sept. 1961 pp 157-163

The "Big Leap Forward" in education in the Chinese People's Republic formulated in 1958 found its expression in three basic principles laid down by the Ministry of Education. (1) Education must serve politics, (2) it must promote production, and (3) it must be under the direction of the Communist party in order to make sure that it serves the ends of proletarian society. The result has been a great multiplication in educational facilities at all levels and in all sectors, with schools organizing production units and production units organizing schools. For workers and peasants education has been telescoped and speeded up. In all education and learning (except nuclear science) the stress is on technology and applied science and way from basic and theoretical science. They aim at a "latinized" language through the adoption of an alphabet and at a "popularization of higher education" within fifteen years. The new ideal is the Red expert, the new socialist man.

901 The China Quarterly "Manpower" No 7 (July/Sept 1961) 28 pp

This issue contains two articles. One by L.A. Orleans, "Problems of Manpower Absorption in Rural China", estimates the size of the rural labor force and describes labor-intensive activities in which the peasants are required to participate, also commune industries. J.P. Emerson writes on "Manpower Absorption in the Non-Agricultural branches of the Economy of Communist China, 1953-59."

902 CHOU, K.P. "Red China tackles its Language Problem" Harper's Magazine Vol 219, No 1310 (July 1959) pp 49-54

A discussion of the Communist effort to teach 600 million people to speak and write a common tongue and the barriers which baffled many dynasties before them.

903 DONNITHORNE, A. "The Organization of Rural Trade in China since 1958" The China Quarterly No 8 (Oct/Dec 1961) pp 77-89

Despite widespread regulation of economic events in China today and an extensive propaganda campaign, it has been found expedient to restore some of the more traditional incentives to economic development. "The revival of the rural fairs is a step towards allowing economic incentives a larger role. The rural fair is described as 'the key to the treasure house of the peasants' by using which the 'treasure house' of increased production can be thrown open."

904 HUGHES, Richard The Chinese Communes Dufour Editions Chestersprings, Pennsylvania 1961 90 pp $2.95

A fragmentary but interesting -- and also rare -- look at the origin, development, operations, and revision of the commune system, a strategic unit in the reorganization of the Chinese countryside which combines industry, agriculture, trade, education, politics, and military affairs.

905 ORLEANS, L.A. Professional Manpower and Education in Communist China National Science Foundation U.S. Govt Printing Off. Washington, D.C. 1961 260 pp $2

An overall survey of Communist Chinese educational policy, particularly since "the great leap forward" of 1958 and relating to development of professional manpower in the fields of science and technology. Orleans has drawn upon the wide range of current sources to provide a good analysis. Forty tables of statistics in the text and appended curriculum and institutional data complete the overview from pre-school to university education in China.

906 SHENG, L.S. "Life in a Chinese University" Inst. of International Education News Bulletin Vol 36, No 6 (Feb 1961) 7 pp

Peking University was established at the end of the 19th century, moved in 1949 to its present site not far from the Summer Palace outside of Peking. In 1956 the atmosphere at the university was a "fairly liberal" one, with classes, schedules, living arrangements similar to those in other universities except that there were no textbooks and reading material was either in the library or lesson sheets were distributed. In late spring of 1957 comment concerning the political structure and philosophy of the country was invited. Beginning in the spring, 1957, full time was given to the discussion of political ideology so that those who had criticized in the spring would see their "errors" and come to the conclusion that the leadership of the Communist Party was the only correct one. This continued into the fall of that year and was concluded in the early part of 1958. By September of 1958 life at the university had become militaristic : breakfast and work began by 7:15; classes finished by noon; lunch followed by a rest, school followed by compulsory games from 4:30 until 6, when dinner was served. By the end of 1958 there was a call "for participation in the steel campaign." When the author left the University early in 1959, there was a steel furnace set up on the campus and students were making steel.

907 SINCHJUN, Tzin "Sanitarnoe prosveshchenie v Kitatskoi Narodnoi Respublike" (Sanitation Education in the Chinese People's Republic) Sovetskoe Zdravokhranenie No 2 (Mar-Apr 1955) pp 56-60

A description of Communist China's program to educate the people in sanitation and hygiene, patterned after the program in the Soviet Union. Participation in the program by the personnel of all medical institutions is compulsory. Methods employed to enlighten the Chinese people, and facilities established to modernize public health are covered. In 1952 127,800,000 rats were destroyed saving more than 500,000 tons of grain, sufficient to feed two million people over a period of one year.

908 U S DEPT OF COMMERCE The Population and Manpower of China: An Annotated Bibliography International Population Reports, Series P-90, No 8 Washington, D.C. 1958 132 pp

Contains 646 selected materials pertaining to the population and manpower of China. The bibliography contains materials on Taiwan as well as Mainland China. Materials include: general works, population size and dynamics, population distribution and characteristics, labor force, community studies, reference work and Chinese-English and English-Chinese glossary.

909 US DEPT. OF HEALTH, EDUCATION & WELFARE Teacher Training in Communist China by T.H.E. Chen Studies in Comparative Education Gov't Printing Off. Washington, D.C. 1960 49 pp

This study describes the school system, teacher training, the status of teachers, and the problems of education in China under Communism. The author is Professor of Asiatic Studies and Comparative Education at the Univ. of Southern Calif. in Los Angeles.

910 The World Today "Higher Education in Communist China" London Vol 15, No 1 (Jan 1959) pp 38-45

Communist China today has a higher educational system completely different from the concept of "university" and higher education as understood in the West. The objective of her system is to strengthen the control of the Communist Party and "ally education to labor." There are 227 "regular" universities in China as well as numerous "red and expert" universities which have been set up to"give training to large numbers of politically reliable worker and peasant cadres, who will become more 'expert' in their work and 'red' in their unquestioning loyalty to the Communist leaders." The colleges are on a work-study basis as their contribution to the increasing economic pace. "The future direction," says an official directive, "is for schools to run factories and farms and for factories and agricultural cooperatives to establish schools."

India

See also Entries 17,30,253,270,287,288,333,337,352,376,477,582,587,588, 597,606,665,732,777,780.

911 ADYANTHAYA, N.K. "Women's Employment in India" Intl Labour R. Vol LXX, No 1 (July 1954) pp 44-66

This article deals with "trends in the employment of women in

India, the vocational distribution of women workers, their wages and other conditions of work and the legislation adopted for their protection."

912 AGARWALA, Dr. A.N. The Planning of Management Education in India Occasional Paper No 9, Bul. No 17 Univ. of Allahabad, Commerce Dept. Statistical Research Lab. Allahabad, India 1962 15 pp (mimeo)

"The primary object of this note is to indicate the scope and broad lines of an examination of the present position and future growth of management education and training in this country." (India) The author proposes MBA and Executive Development programs similar to those in existence in the U.S.A. Policy considerations, i.e., faculty make-up, course content, student background requirements, assessments of existing management personnel needs and the future needs of India, etc., are also discussed.

913 BREMBECK, C.S. and Edward W. WEIDNER Education and Development in India and Pakistan A Select and Annotated Bibliography Education Asia Series I Mich. State Univ. East Lansing, Mich. 1962 221 pp (paperback)

An extensively annotated review of books, documents and periodicals classified under seven categories: Plans and Progress; Education and National Development; Social Education; Basic Education; Scientific, Technical and Vocational Education; Teachers, Teaching and Students; Bibliographies. Most sources are "rather amply annotated."

914 DANTWALA, M.L. "Prospects and Problems of Land Reform in India" Econ. Dev. & Cultural Change Vol VI, No 1 (Oct 1957) pp 3-15

"The major concern of this paper is with the problem of agricultural productivity, land reform, and community development. as they arise in the process of economic growth in India." In the discussion of community development it is emphasized that success "is not to be judged by reference to (these) physical achievements", but rather to create "an awareness and interest in the local problems, stimulate desire and initiative in tackling these problems and develop new dynamism amongst the village people as the only sure method of initiating and sustaining an all-round growth." Specific steps aimed at these objectives were included in India's proposed Second Five Year Plan. The author observes that "some aspects of the program have been severely criticized, but there is an overwhelming consensus that the movement is progressing in the right direction and has the potentialities of fulfilling the hopes placed in it."

915 DAS, Parimal "Women under India's Community Development Programme" Intl. Labour R. Vol LXXX, No 1 (July 1959) pp 26-45

"The Community Development Programme launched by the Government of India in October 1952 was from the start firmly based on the principle that the villagers themselves should be encouraged to take an active part in planning and executing the projects designed to improve their own living conditions, for earlier experience had proved that 'no plan can have any chance of success unless the millions of small farmers in the country accept its object, share in its making, regard it as their own and are prepared to make sacrifices necessary for implementing it.'" In this article, Miss Das shows "how the support of India's women has been enlisted for the programme within the framework of their traditional role in village society, and how the programme is slowly but surely changing this role to the benefit of both the women themselves and of the village community." The principal contents of the Programme are: care of infants and mothers; health and sanitation, agriculture and allied activities; an economic program including rural arts and crafts and village industries; community organizations and clubs for women and for nursery and pre-school children; adult education; home management; recreational and cultural programs for women. Women are being trained as extension workers to organize these activities and to teach and stimulate the women of rural India to take their rightful places in a developing society.

916 DATAR, B.N. "Manpower Planning in India" Intl Labour R. Vol LXXVIII, No 1 (July 1958) pp 56-70

The four steps essential to securing technical personnel to fill contemplated needs are: a knowledge of existing shortages; an appreciation of the supply position; an estimate of current and future demand, and, arising from these three, a balancing of supply with demand in order to determine the direction and extent of expansion of training facilities. In planning for employment for the large mass of the population constituting the labor force, assessments must be made of unemployment, and employment potential. Effort must be made to obtain continuous realistic data upon which plans are to be founded.

917 INDIA, MINISTRY OF EDUCATION Report of the Secondary Education Commission (Oct 1952-June 1953) Delhi 1953 309 pp 2 rupees

"This report contains recommendations for the institution of a new organisational pattern of secondary education, designed to (1) fit the students to participate creatively as citizens in the emerging democratic social order, (2) improve their practical and vocational efficiency, and (3) develop their literary, artistic and social interests ... Specific recommendations concern the duration of secondary and technical education, the curricula of technical education, women's education, secondary school curricula, teaching methods, vocational guidance and counseling in secondary schools and the raising of standards of teaching personnel (conditions of service, recruitment and training)." (ILR Feb 1955, p 219)

918 INDIA Min. of Food & Agriculture, Dir. of Extension
Extension Education in Community Development New
Delhi 1961 458 pp $3

This book has been written "for use in the training of all categories of staff necessary to man the various positions in India's Community Development-National Extension Service Programme". It is a collection of articles by 18 authors with experience in community development, who are members of the staff of the Training Unit of the Directorate of Extension in the Ministry of Food and Agriculture, Government of India. It is divided into four sections: Part I, outlining aims and concepts of community development and agricultural extension in India; Part II, containing suggestions on programme development; Part III, describing extension teaching methods and techniques; and Part IV, discussing related activities, such as home economics and the training of youth.

919 INDIA- PLANNING COMM. The First Five Year Plan New Delhi
1952 671 pp

Chapter 33 covers a complete educational plan for India (pp 525-71)

———— The Second Five Year Plan New Delhi 1956 653 pp

Chapter 23 covers the second educational plan and provides for an approximate doubling of expenditures for this purpose (pp 500-522)

———— The Third Five Year Plan A Draft Outline
New Delhi 1960

Chapter 6 on education sets a 1966 target for achieving the goal of free compulsory education for all children 6-11 years of age.

920 Intl Labour R. "The Employment and Vocational Training Services in India" Vol LXXI, No 4 (Apr 1955) pp 394-412

This is a summary of a report of the Indian Training and Employment Services Organisation Committee which "contains an evaluation of existing machinery in the employment and training fields and suggestions for improvements. It is a comprehensive study of employment organisation problems in India and the most suitable methods to deal with them."

921 Intl Labour R. "Rehabilitation and Resettlement of Displaced Persons in the Indian Union" Vol LXI, No 4
(Apr 1950) pp 410-26

"An account is given of the action taken for rehabilitation of the seven million displaced persons in the Indian Union." Attention is given to provision of gainful occupation and vocational and technical training as well as many other aspects of the problem.

922 Intl Labour R. "Report on India's Policy and Action on Behalf of Tribal Populations" Vol LXXIII, No 3 (Mar 1956) pp 284-98

This report is based on observation, concerning the protection and utilization of forest-dwelling tribes, forwarded by the Government of India to the ILO. It deals with problems of agricultural and rural development, education, health facilities, employment and others.

923 JAIN, S.K. "An Indian Experiment in Rural Development" The Etawah Pilot Project Intl Labour R. Vol LXVIII, Nos 4-5 (Oct-Nov 1953) pp 393-406

This article discusses some of the problems involved in introducing improved techniques of agriculture for the purpose of raising productivity in agriculture in underdeveloped countries. A very important factor in the success of India's Etawah project, with which this article deals specifically, was the organization and training of personnel.

924 LEAGANS, J.P. India's Experience with Training in Extension Education for Community Development Ford Foundation Rural Education Dept. N.Y. State College of Education 1961 24 pp

A comprehensive, though brief, review of the work undertaken in India to train rural development personnel and of problems encountered in extension work.

925 MAJUMDAR, D.N. and S.K. ANAND Employment among the University Educated: A Pilot Inquiry in India B/57-1 CENIS, Mass. Inst. of Technology Boston, Mass. 1957 42 pp

This study focuses on the educated Indians who despite India's great need for entrepreneurs, engineers, etc. find no mark for their skills in the places where they choose to live and in the jobs they choose to hold. Undertaken among graduates of Lucknow Univ., it was carried out by means of questionnaires with the express purpose of exploring the psychological and social meaning of unemployment to the well-educated. It also traces the history of the respondents' attempts to seek employment. The author felt that the study should be not merely statistical but that its social and qualitative content should throw light on the precise nature of one of India's most pressing problems.

926 MURPHY, M.E. "Entrepreneurship in Modern India" Management International No 2 (1962) pp 77-93

This article includes a section describing the unique managing agency system found in India which has served to make efficient use of scarce managerial talents. "It may be said that, as a result of the development of the managing agency system, 'rationalization of industry in India was in operation long before it was envisaged by Western economies.'"

927 NAIR, Kusum Blossoms in the Dust Praeger New York 1962 210 pp $4

The author, who spent a year visiting villages throughout India, presents a detailed view of a wide range of India's development plans from a village point of view, including community development, cooperatives, land reform, speeded-up education. She concludes that not only are the results of these massive efforts lagging in time and quantity, but that the results are often very different from what was intended. She asks, "If it is accepted that in rural India the social factor, taken in its comprehensive sense, is one of the primary determinants of economic underdevelopment and development, will it not be necessary to try to induce the relevant social change also in as planned, precise, calculated, and integrated a manner as economic change, to a greater extent and much more effectively than is being attempted at present?" "To what extent can we rely upon the spread of education to alter the situation radically and suitably for development? Is it not a fact that at present, far from eradicating any of the problems, education seems mostly to bypass them in the rural areas, and, in fact, to introduce fresh ones?"

928 NATIONAL COUNCIL OF APPLIED ECONOMIC RESEARCH The Managing Agency System A Review of Its Working and Prospects of Its Future Asia Publishing House New Delhi 1959 143 pp

The Companies Act of 1956 provides the Indian Government with the power to abolish this unique and controversial management device. The question as to whether its advantages in maximizing the use of scarce management resources compensates its less desirable features is examined in this book.

929 SHRIKANT, L. M. "The Integration of the Aboriginal Population of India" Intl Labour R. Vol LXXIII, No 3 (Mar 1956) pp 241-51

This "article by the Commissioner for Scheduled Castes and Scheduled Tribes in India gives the historical background of the problem of integrating the aboriginal population of the country and shows the lines on which the problem is being tackled by the Government in accordance with the Constitution of India."

930 THORNER, Daniel The Agrarian Prospect in India Delhi Univ. Press Delhi 1956 89 pp

Thorner presents the hypothesis that the existing system of legal, social and economic relationships on the land acts as a "built-in depressor" to the economic development of India. This system is characterized by a many-layered hierarchy of rights to agricultural produce with numerous classes and sub-classes of proprietors (absentee or resident) tenants and landless laborers. (The exact relationships vary widely from state to state.) The effect of this system is to deprive the actual "tiller" of the soil of the rewards of his efforts, and to siphon those rewards to the land-owners who in many cases are not the actual farmers. Thus the farmer has neither the incentive nor the resources to invest in the land or improve his methods to raise output, nor the income to purchase manufactured products from the industrial sector. At the same time the landlord has everything to gain by maintaining the existing system of relationships which preserves his high income as well as his social position (AER Mar. 1958, p 177 G. Rosen)

931 UNESCO Social and Cultural Factors Affecting Productivity of Industrial Workers in India Research Center on Social and Economic Development in Southern Asia Delhi 1961 51 pp $3.50

"In the industrial areas of Bombay, Ahmedabad, Calcutta and Bangalore some investigators had previously studied, by survey methods, workers' job-satisfaction, attitude toward management and morale. The main objectives of these studies had been to increase efficiency and improve labour-management relations. The present study was undertaken to cover new ground hitherto untrodden. The venture was ambitious and fraught with difficulties, but was well worth undertaking in view of its importance in the frame of reference of a nation of many culture groups embarking upon a programme of rapid industrialization. The scope of this study goes beyond enquiry into the immediate conditions in factory situations affecting attitude and productivity; it tends to probe into the nature of attitudes and behavior of different groups and tries to envisage social and cultural influences which have contributed to their formation. The value of the study lies not so much in the results so far obtained as in its pioneering character and in the useful spadework it has done which future investigators in this field may find very helpful."

See also Entries 18,79,231,359,616,737,768.

932 ABEGGLEN, James G. The Japanese Factory Aspects of its Social Organization Free Press of Glencoe, Ill. 1958 142 pp

The relationship between employees and the firm, the recruitment of personnel, and the systems of rewards and incentives in the Japanese factory are closely examined in this work. The conclusions are that these human interactions in the factory are governed by a series of principles entirely different from those in Western countries, notwithstanding the similarities in industrial technology and external appearance. The study, the first of its kind undertaken in Japan, undeniably constitutes a valuable contribution to the question how modern western technology may be fitted into a non-western context with a different social inheritance. The chapters devoted to the welfare institutions as well as that analyzing the difficulties encountered in raising productivity are equally worth noting. (ILR Mar 1959, p 332)

933 ALLEN, G.C. and A.C. DONNITHORNE Western Enterprise in Far Eastern Development -- China and Japan Macmillan New York George Allen & Unwin, Ltd London 1954 292 pp $4.50

The authors have set themselves to describe in some detail the history of western enterprise in China and Japan during the last century. Partly, it is a story of the fortunes and misfortunes resulting from government policies and social upheaval in both countries; partly it tells about the impact of western trade, managerial ability and capital investment on societies in transition. The book is strictly historical yet it seems strangely contemporaneous ..."The countries started their development around the middle of the last century seemingly under similar cultural, social and economic conditions; yet the development has been completely different .... The differences between Japan and China prove largely to be cultural and organizational. China was complacent and self-sufficient, Japan eager to absorb western dynamics. Only a society on the move can absorb the impact of a more rapidly moving force without a clash, even though with friction. The Chinese government became more and more disorganized and weak; Japan more determined and strong, perhaps largely because its education had, in the last half century before, been much more forward-looking, less classical than the Chinese. Japan bought foreign services; China had to admit foreign bodies but had no control. Significantly, Japanese industry started with a great deal of government direction and participation. Well-designed, this prevented much dissipation of scarce resources. Most likely also, an archipelago like Japan could, in the nineteenth century, be developed with infinitely less social overhead capital than continental China." (A E R May 1955 - E. de Vries)

934 BENNETT, John W. and R.K. McKNIGHT "Approaches of the Japanese Innovator to Cultural and Technical Change" The Annals Vol 305 (May 1956) pp 101-13

This paper concerns itself with the innovator and idealologist in one of the societies that are "catching up" or have "caught up" with Western development - Japan - and considers the position of educated Japanese persons in cultural and technical change with respect to their attitudes, values, and social roles.

935 Econ. Dev. & Cultural Change "City and Village in Japan" Vol IX, No 1, Part II (Oct 1960) 257 pp

This issue contains eleven separately authored articles focusing on various aspects of the modernization of Japan - with emphasis on people. The role of Japanese education is not accorded separate treatment. However, in several instances education is discussed briefly as part of broader topics. A single theme is common to each of the instances where educational development is considered: namely, the exceptional significance of schooling in the processes of social and economic mobility, particularly concerning the employment prospects for Japanese men. Thomas C. Smith notes in his article "Landlords' Sons in the Business Elite", that after the restoration "a diploma became both a certificate of knowledge and a 'pedigree' (Katagaki): the best single indicator of a man's circle of friends, and of his social past and probable social future." Educational attainment became crucial for advancement of governmental officials, and business firms adopted a similar education-oriented pattern partly because of the strong role the government plays in Japanese business affairs. The permeation of emphasis on education throughout the Japanese population is also illustrated in Masayoshi Namiki's article, "The Farm Population in the National Economy Before and After World War II". The great increase in the number of farmers' children entering high school following World War II is noted. The majority of farm children go directly into non-farm jobs when they leave school -- particularly into manufacturing. The movement of these young people away from agriculture, and away from the village contributes to the weakening of the bonds of "the Japanese family system."

Robert J. Smith discusses the role of schooling in facilitating change in his article "Pre-industrial Urbanism in Japan: A Consideration of Multiple Traditions in a Feudal Society". He points out that choice of school for urban children has a major bearing on the pattern of their later lives, because of the effects of other children on their interests, tastes, speech patterns, etc., and ultimately upon their selection of a socio-economic way of life.

936 Education Abstracts "Education in Japan" Vol 8, No 4 (Apr 1956) 12 pp

Abstracts of recent literature on education in Japan. Most of the works included have been written in the English language.

937 HUNSBERGER, Warren S. "Lessons from Japan's Development" SAIS Review Vol VI, No 1 (Autumn 1961) pp 9-15

The author summarizes the propelling factors in the course of Japan's modernization, whose roots go back into the last century and before, and points out that all this hinged on the human element - national will, strong leadership and effort. "For countries that lack these things, it is not clear to what extent natural resources, no matter how rich, and foreign aid, no matter how generous, can be substituted.

938 JAPAN MIN. OF EDUCATION Demand and Supply for University Graduates Japan Tokyo 1959 revised ed. 43 pp

Part of a continuing study on the demand and supply of professional manpower in Japan, to secure data basic to the future planning of higher education. Part I: "Historical Review of Demand and Supply for University Graduates;" Part II: "Present Distribution of Graduates in Industry;" Part III:"Estimation of the Demand for the Supply of University Graduates;" Part IV: "Method of Estimating Demand and Supply."

939 JAPAN MIN. OF EDUCATION Res. Sec. Res. Bur. Education in 1958 - Japan Annual Report Tokyo March 1960 185 pp

This is the fourth annual report of the Ministry of Education published in the English language. The purpose of the booklet is to offer foreign administrators and educators data and information on educational developments in Japan during the school year beginning April 1, 1958 and ending March 31, 1959. Contents: Education and Secondary Education; Teachers' Problems; Higher Education; Educational Administration and Finance; Analysis Tables and Basic Statistics on Education.

940 JAPAN MIN. OF EDUCATION Res. Sec. Res. Bur. Mathematics Achievement Test in Japan - The 1956 Nationwide Survey Tokyo 1958 65 pp

"The Ministry of Education, with a view to providing basic data (on pupils'achievement since the inauguration of the new school system in Japan in 1947) and with further purposes of revising the courses of study ... and contributing to the improvement of other educational conditions, conducted achievement tests in the two major subjects of National Language and

Mathematics in Sept. 1956. This was the first testing on a nation-wide scale, involving elementary, lower and upper secondary schools." This booklet contains a summary of the testing program, analysis of the test results, tables, and mathematics achievement test questions.

941 JAPAN MIN. OF EDUCATION Res. Sec. Res. Bur. Revised Curriculum in Japan for Elementary and Lower Secondary Schools Tokyo Sep 1960 66 pp

Report of the revised standards of the elementary and lower secondary school curricula established by the Ministry of Education in Aug. 1958. The main purposes of the revision were: to strengthen moral education; to elevate the standards of teaching of the basic subjects; to promote science and technical education; to improve instruction in geography and history; to inculcate and develop emotional attitudes and strengthen the program of physical and mental health; and to provide greater correlation of education with individual pupil interests, aptitudes, and future occupational needs.

942 JAPAN MIN. OF EDUCATION Res. Sec. Res. Bur. Science Achievement in Japan - Report of the 1957 Nation-wide Survey Tokyo 1959 122 pp

This report covers the procedures, scope and findings of the survey, as well as analysis of the relationships between achievement test results and the educational circumstances of the schools surveyed. In the last part of this publication, the test forms and correct answers are presented as well as the percentages of correct answers required.

943 JAPAN MIN. OF EDUCATION Res. Sec. Res. Bur. Youth Education in a Changing Society Tokyo March 1961 159 pp

"This publication consists of three chapters: the historical development of youth education; the present status of youth education and its problems; and youth education program in a changing society. The report ascertains the present problems of youth education in relation to its historical development, and analyzes basic data necessary for the formulation of educational plans to meet social requirements in the ten years ahead."

944 JAPAN MIN. OF LABOR Present Situation of Vocational Training in Japan (Revised edition) Tokyo 1957 58 pp

A revised edition of a booklet, bearing the same title, which was published in 1955 in order to present to the ILO Asian Technical Conference on Vocational Training for Industry

(Rangoon, Nov-Dec 1955) an over-all picture of vocational training activities in Japan. The new edition contains revised statistical data and covers developments in the different fields of vocational training in Japan since 1955. (ILR Nov 1957 p 523)

945 JOHNSTON, Bruce F. "Agricultural Productivity and Economic Development in Japan" J. of Political Economy Vol 59, No 6 (Dec 1951) pp 498-513

A historical review of agricultural development in Japan compared to development in Britain and the USSR. The three countries are compared in terms of government initiative, time period when development occurred, utilization of borrowed technology, and the methods used to increase productivity. The author shows that Japan increased her agricultural output by nearly 80% and doubled labor productivity in thirty years. The gains were especially the result of increased uses of fertilizers and were introduced into the existing structure of Japanese agriculture with a minimum of change in traditional practices through moderate government investment in agriculture experiment stations and schools. Moreover, the requirements for private capital funds were small and consisted mainly of increased requirements for working capital for the purchase of commercial fertilizers. The Japanese methods summarized above "serve to throw light on potentialities which exist elsewhere in Asia. Gains in agricultural productivity were obtained with small capital outlay, with minimum social dislocation, and through methods which are applicable to existing small farm units."

946 KUZNETS, Simon, Wilbert E. MOORE and Joseph J. SPENGLER (eds.) Economic Growth: Brazil, India, Japan Duke Univ. Press Durham, N.C. 1955 613 pp

A series of discussions by experts in their fields of various phases in the development of three strategic countries. Of particular interest to newly developing areas are the various analyses of Japan's rapid industrialization. In pages 543-6 W.W. Lockwood discusses the considerable governmental effort in the late 19th century in the field of education which was fundamental to Japan's industrial advance and contrasted sharply with the earlier Tokogawa philosophy of keeping the people steeped in ignorance. See also Lockwood's The Economic Development of Japan Growth and Structural Change Princeton Univ. Press 1954

947 MAKINO, Tatsumi "Japanese Education" International Social Science J. Vol 13, No 1 (1961) pp 44-56

A discussion of the role of education in Japan's post-war democratization, through administrative and curriculum changes. Includes a bibliography of items in Japanese and in English.

948 TAEUBER, Irene B. The Population of Japan Princeton Univ. Press Princeton, New Jersey 1958 461 pp

This important work is of particular interest to developing areas. "Virtually all of our generalizations about population and social-economic change during the transition from an agrarian to an urban-industrial society have been drawn from Western experience. Because Japan has reached an advanced state of industrial development without a colonial interlude, it affords an excellent opportunity to test the extension of these generalizations to an Oriental context."

949 UNESCO The Changing Social Position of Women in Japan by Takshi Koyama Paris 1961 152 pp $2

Aimed at giving a general view of the changes which have taken place in the status of Japanese women during the past ten years, the report includes a chapter on the economic and social position of working women and another on the position of women in the rural community. Conclusion describes a summary of the main factors hindering and favoring the improvement of women's status.

950 US DEPT. OF HEALTH, EDUCATION & WELFARE Japan - Three Epochs of Modern Education by R.S. Anderson Bul. No 11 Washington, D.C. 1959 215 pp $1.25

Chapter I on "Educational Philosophy and Policy" indicates three epochs of Japanese education and presents an overview from the time of the 1872 Education Code to the present. Chapter II on "Educational Opportunity" offers some comparisons of such opportunities during each of these three epochs. Chapter III on "Administration and Supervision" highlights issues of centralization and decentralization. Chapter IV on "Curriculums, Teaching Methods, and Textbooks" describes changes in these three fields, together with related facts. Chapter V on "Higher Education" and Chapter VI on "Teacher Education" indicate various swings of the pendulum to and from responsibility to the State and responsibility to the individual. Chapter VII on "Vocational Education" and Chapter VIII on "Special Programs" offer discussions concerning developments in these newer specialized fields. Chapter IX on "Social Education" views the Japanese equivalent of adult education and reveals the Japanese genius for organizing its citizens in out-of-school activities. Chapter X, "In Brief Review" focuses upon the rise of Japan's modern education.

951 WILKINSON, Thomas O. "Family Structure and Industrialization in Japan" American Sociological R. Vol 27, No 5 (Oct 1962) pp 678-82

Presents Japan as functionally a modern nation which reveals significant differences for the patterns of modernization experienced in the West. Indicates the role of the Japanese family system in the development of these differences. Suggests that "the forms of Western social organization are not the invariable consequences of adaptation of agriculturalism to an industrial technology. The capitalistic individualism which is so much a part of Western European religious, familial, and political systems emerges as one of numerous possible alternatives in an urban-industrial transition.

Pakistan

See also Entries 43,262,613,913.

952 HONIGMANN, John J. "A Case Study of Community Development in Pakistan" Econ. Dev. and Cultural Change
Vol 8, No 3 (Apr 1960) pp 288-303

Educational items are included in the accomplishments of the Village AID Programme, described in this article, for one village in West Pakistan. Among the original deficiencies noted by the "village worker" who undertook the AID Programme for this village were lack of a girls' school; failure of some very poor people to educate their children; and uneducated women. Accomplishments traceable to the AID Programme include: establishment of a 4-H type club for primary and middle school children; establishment of an evening adult class aimed at reducing illiteracy; demonstrations of improved seed; new methods of cultivation; and application of fertilizer. A number of disappointments are noted: failure to realize the keystone of the Programme - i.e., recognition of the idea of self-help; uneven response among villagers - the wealthier, literate, socially prominent villagers benefited most, while the poorest tenants and small farmers, most in need, were neglected and as a result showed resentment; the Programme had little impact on women and girls. The author indicates that information concerning the overall success of the Programme is inadequate, but that his experience seems somewhat inconsistent with the laudatory evaluations released by top Village AID administrators.

953 MEZIROW, J.D. and F.A. SANTOPOLO "Community Development in Pakistan: The First Five Years" Intl Social Sc. J.
Vol XII, No 3 (1960) pp 433-9

"Village AID's operational objective is to foster effective citizen participation in rural self-help projects in the fields of agriculture, primary education, adult literacy, health and sanitation, co-operatives, cottage industry, irrigation and reclamation, secondary road construction, youth and women's work and village social and recreational activities. The programme seeks to accomplish this goal through a process of education, based upon discussion and planned community action, designed to assist villagers to acquire the attitudes, concepts, and skills prerequisite to their effective democratic participation in the solution of a wide range of development projects ... The statistics presented below report only the organizational and physical achievements of the Village AID programme over its first five years. More significant data on the effectiveness of the human dynamics of the programme are not available, and as yet there has been no systematic assessment of Village AID's profound social and political import .... One of the most important objectives of any community development programme is to raise the level of education and literacy of rural people. To this end Village AID workers assisted villagers in the development areas to build 879 new schools, to remodel 970 others and to obtain the services of 706 teachers. Villagers were also assisted in opening 4,094 adult literacy classes, in which 91,462 adult villagers were enrolled."

954 NETELAND, E. and L.H. STONER "Teacher Education in Pakistan" B. of the School of Education (Indiana Univ.) Vol 38, No 3 (May 1962)

Basically a description of the official education system of Pakistan, heavily reflecting its British background, this study also traces briefly the Muslim background, orientation and sources of conflict in adopting a traditional value system to rapid technological change. Though the teacher in traditional Muslim society was highly respected, the role and status of "teacher" has not been maintained or stabilized as the educational system has broadened in the new nation.

955 PAKISTAN EDUCATION DIVISION Report of the Technical Education Committee Appointed by the Council of Technical Education for Pakistan Manager of Publications Karachi 1951 162 pp

"A valuable technical report by a committee appointed in 1948 to survey Pakistan's need for technical personnel of various categories and to formulate a comprehensive scheme for the development of technical education. Part I of the Report examined the shortages of technical manpower resources, the scope of technical education and its relation to general education. Its recommendations cover primary education, various types of technical institutions (technical high schools, trade schools, polytechnics, industrial institutes and research institutes) and courses (part time, specialized, degree and honor courses), technical personnel for government services, instructing staff, media of instruction, and control of technical education. Survey reports on a number of training institutions in different parts of the country are included in an appendix. Part II contains a general plan for technical high schools, the Committee's observations and recommendations on plans for three polytechnics ...and a proposed curriculum for degree courses in engineering." (ILR Aug 1952, p 181)

956 PAKISTAN Planning Commission Outline of the Second Five Year Plan 1961-65 Karachi 1960

———— Ministry of Education Report of the Commission on National Education Karachi 1960 27pp (mimeo)

The second plan lays great stress on improved education facilities - to be coordinated with the aims of the excellent manpower survey in Chap. 7. The Report outlines the broad planning goals in the fields of higher education, secondary and primary education, and the education of women in particular and of adults.

957 U.S. DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ. Education in Pakistan by Abul H.K. Sassani FS 5.3:954/2 Gov't Printing Off. Washington, D.C. 1954 (reprinted 1958) 92 pp 35¢

Includes a general survey of historical and social background as well as the various stages of education, especially teacher education and higher education.

Philippine Islands

See also Entries 227,356,703,781.

958 AGUILAR, J. This is our Community School Bookman, Inc. Manila 1951 137 pp

A statement of the basic philosophy and organizational objectives in the Philippine Community School Project. The referent community is Iloilo, scene of one of the first such breaks from traditional education.

959 HANNA, P.R. "Philippine Educators Show the Way" Education Vol 76 (1956) pp 601-10

"Filippino leaders point to their schools as the primary cause of their national democractic behavior. Foreign observers have generally agreed with them that the success story of this nation can be traced to what happened in the village schools throughout the land during the past 50 years. These barrio schools have been the training grounds for this young nation. The lessons learned so well in the Philippine nipa schoolhouses match in significance the schools of England ..." This article presents an overview of the history and significance of Filippino education.

960 HUMAN RELATIONS AREA FILES, INC. The Philippines
New Haven, Conn. 1956 Vols I-IV 1832 pp

This handbook, one of a series prepared by the University of Chicago under contract with HRAF, is organized in five parts: an introduction covering general characteristics of Philippine society, geographical features, and cultural and modern history; a sociological section on the peoples, languages, demography, settlement patterns, social organization, religion, education (250 pp), communication, and artistic and intellectual expression in the Philippines; a political section covering political structure and dynamics and health and sanitation; an economic section covering the history and character of the economy, agricultural patterns and problems, fishing, mining, forestry, industry, transportation and trade; and a final section which includes two sample studies of cultural-linguistic groups, the Ilokano and the Moros. A detailed bibligraphy of all the sources utilized is provided for each chapter, and for the volume as a whole.

961 ISIDRO, A. et al Implementing the Revised Secondary School Program for Assn of Public Secondary School Principals Univ. of the Philippines Manila 1957
60 pp

Reports on a conference where indigenous school administrators were considering basic strategies of secondary education -- personnel to be educated, academic and/or vocational orientation, individual or community emphasis, language medium of instruction and status of education as a discipline -- all in relation to the rapidly changing Philippine economic and social conditions. Includes consensus agreements and points of disagreement.

962 MARTIN, D. et al. An Evaluation Report of the Philippines - UNESCO National Community School Training Center
Bur. of Public Schools, Philippine Dept. of Education
Manila 1957 240 pp

An evaluation of the first four years of operation (1952-56) of the Bayambang municipality pilot project (Central Luzon) to "educate children, youth and adults more effectively through active participation in study and solution of community problems." Provides operational view of the scope, organization and problems encountered in actual fundamental education projects.

963 PERALTA, Cresencio Current Issues in Philippine Education
Silangan Manila 1955 203 pp

See especially Chapters 8 and 9, "Investing in Education" and "Community Improvement" pp 125-153, illustrating the Filipino concept of educational investment and goals. Comparative statistics 1913-1953. Also appendix A p.190, "An Act Creating a Board of National Education Charged with the Duty of Formulating General Education Policies and Directing Educational Interests of the Nation." (Act of Philippines Congress June 16, 1954)

964 TUPAS, I. and M. MATEO Barrio Organization and Improvement A Handbook for Barrio Leaders Bur. of Public Schools Philippine Dept. of Education Manila 1954
59 pp (paper)

Handbook of basic concepts and practices for use of local leadership in community development projects in the Philippine Islands. Assumes such leadership to be literate, willing and capable, but untrained and in need of guidance in conceptual organization.

965 UNITED NATIONS Dept.of Econ. and Social Affairs
Population Growth and Manpower in the Philippines
A joint study by the U.N. & the Gov't of the Philippines New York 1960 $1

"This is the report of a study of population and manpower problems of the Philippines, carried out jointly by the Government of the Philippines and the U.N. Secretariat .... The topics of the study, selected jointly by the sponsoring organizations, included the relationships between population trends and the growth and composition of manpower in the Philippines, the extent of unemployment and under-employment, internal migration as a factor in redistribution of population and manpower within the country, and prospects for the future growth of the population and labour force. The present report summarizes the major findings of the study of some of these questions, in relation to the problems of economic and social development planning."

966 U S DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ. Higher Education in the Philippines by Arthur L. Carson FS 5.214:14065 Gov't Printing Off. Washington, D.C. 1961 249 pp

Surveys economic and social conditions in the development of the Philippine educational system, public and private institutions of higher education, students, teachers, international cooperation, and some of the problems and plans of Philippine educators and government officials.

EUROPE

See also Entries 93,146,440; Austria: 353; France: 171,344,348,349,354, 435,738,757; Great Britain: 293,346,415,431,432,707,791; Greece: 707; Italy: 193,195,355,427,586,593; Sweden: 169; Yugoslavia: 414.

967 CENTRALNY OSRODEK METODYCZNY SZKOLNICTWA ZAWODOWEGO Poland Ksztalcenie Myslenia i Dzialania w Szkoleniu (Methods of Developing the Mental and Physical Facilities in Vocational Training) Panstwowe Wdawnictwa Szkolnictwa Zawodowego Warsaw 1959 311 pp 20 zlotys

A compilation of nine papers given at the Scientific Congress of the Polish National Vocational Training Methods Center in December 1958. The work gives a good view of vocational training methods utilized and proposed in Poland.

968 CHESHIRE EDUCATION COMMITTEE The Secondary Modern School Univ. of London Press London 1958 151 pp

Report of a recent trend to broaden public secondary education in England by teaching for citizenship, homemaking, employment and effecting new policies for the transition from school to work or further education for all children. Deals with techniques of cooperation between schools and church, the press, radio, youth organizations and other community education agencies.

969 COLE, G.D.H. "General Education and Vocational Training in Great Britain" Intl Labour R. Vol LXXII, Nos 2-3 (Aug-Sept 1955) pp 164-86

The article "surveys the different ways in which the worker in Great Britain acquires a general education and specialised training for his occupation ... Vocational training is provided in a number of ways and by a variety of institutions: apprenticeship is still firmly established in certain industries; the practice of 'day-release', by which workers attend courses at technical colleges or similar institutions during working hours, is spreading; evening classes cater to the needs of many young workers; higher technical and technological courses are provided by universities and technical colleges; and a great deal of training goes on within the undertaking."

970 CONSEJO SOCIAL DE LA ORGANIZACION SINDICAL ESPANOLA
Empleo Madrid 1959 220 pp

This volume contains the conclusions and recommendations of the committee appointed to study the background and objectives of a rational employment policy for Spain. It contains chapters on (1) demography and economic activity by region, (2) internal migration, (3) vocational guidance and training, and (4) employment stability, services and problems associated with entrance into the Common Market. The chapter on vocation training suggests expansion of these services to accomodate 225,000 students and gives recommendations on how to conduct the program.

971 COMM. GEN. DU PLAN D'EQUIPEMENT ET DE LA PRODUCTIVITE
Rapport Général de la Commission de l'équipement scolaire, universitaire, et sportif Quatrième Plan de Développement Economique et Social (1962-1965)
Imprimerie Nationale Paris 1961 269 pp (paper)

Contains recommendations for the expansion of education within the Fourth Plan for Economic and Social Development of France (1962-1965). The first section details the needs of the Ministry of National Education over the period concluding with budgetary recommendations per sector and year; the second section considers administrative and technical aspects of the execution of the plan while the third deals with the needs and problems of teacher recruitment through 1970. A concluding statement relates trends within the French educational system to national needs and recommends measures to improve the work of the educational planning commission which submitted the report. Annex II indicates the adjustments made when the global budget approved by the government fell below that recommended by the Commission. See Notes et Etudes Documentaires (La Documentation Française) No 2870 (20 Mar 1962) for extracts.

972 COTGROVE, S.F. Technical Education and Social Change
Studies in Society George Allen & Unwin London 1958
220 pp

A study of technical education in England and Wales. Finds that technical and craft education are lumped together historically and considered to be outside the interests of the university. Those pursuing such training must take work in the evenings at local colleges. Leaders of industry tend to be products of the liberal arts background, rather than technicians or scientists. Suggests that the status of technicians be upgraded.

973 DENT, H.C. Secondary Modern Schools The Interim Report Routledge & Kegan Paul London 1958 207 pp

The author reviews and analyses the expansion of English secondary schools since 1945 - categorized generally as "Secondary Modern" and distinguished from "grammar" and "technical" schools. Launched by the Ministry of Education in 1945 with a great deal of freedom to experiment ("Their future is their own to make"), Secondary Modern Schools have tended to develop (or fail to develop) along four general lines, Dent says, the majority of them in a positive manner. He feels their greatest contribution to the nation lies in the increased potential of the "near misses" -- those who barely fail to enter elite grammar schools -- and the large "middle group" which forms the bulk of England's population. Placing criticisms of Secondary Modern Schools in a contextual perspective, Dent allows much validity to them and still sees the Secondary-Modern as a real advancement in English education.

974 EPA/OEEC Accelerated Vocational Training for Unskilled and Semi-skilled Manpower Project 6/08 Paris 1960 492 pp $3

This document consists of three parts. The first is composed of the report of a 1958 international seminar. Part II provides an analysis of current practice in accelerated vocational training for adults in eleven European countries, according to certain specific headings, namely: principles and objectives, demand, legislation, finance, organization and administration, recruitment, selection and admission of candidate trainees, staff of training centers, training syllabuses, practical teaching arrangements, equipment, materials and tools, placement of trainees in employment. Part III reproduces individual country reports.

975 EPA/OEEC Agricultural Education - 1 Up to University Level - Supplement to FATIS Review Paris 1957 68 pp $1

A review of vocational training for farmers in seventeen European countries.

976 EPA/OEEC Development of the Trial and Demonstration Area Project in Epirus Paris May 1960 21 pp

This brochure describes a project financed and administered by the Greek government. "The 'Epirus Project' comprises: the execution of a 'Trial and Demonstration Area' somewhat similar to the one in Sardinia and the elaboration and eventual execution of a 'Regional Development Programme for Epirus' under the national five year plan." A running account of events in the various fields of endeavor (agriculture, forestry, education) is found in the monthly mimeographed "News from Epirus".

977 EPA/OEEC European Guide to General Courses in Business Management Project 5/34 Paris 1960 640 pp $4.50

The need to develop a class of professional managers qualified by professional training has been fully recognized in Europe. The 150 courses included in this guide are those covering a wide range of management subjects and intended for recent university graduates (i.e., immediate post-graduate courses), and those who have held responsible positions in industry or commerce, whether or not they are graduates. Provides general information on level, duration, and frequency, type of course, diploma or certificate awarded, requirements for admission, teaching and research staff, finance. Teaching programs (subjects, methods of instruction, teaching materials) are also specified. An index of 123 courses not including specialized courses in 16 countries completes this guide.

978 EPA/OEEC Higher Education in Agriculture Food and Agri. Doc. 1960 Series No 30 Project No 6/15 (FATIS) Paris 1960 142 pp

"It is evident in the present phase of rapid change that the future welfare of agriculture will increasingly depend upon the quality of the scientists, economists and technicians university institutions are able to turn out .... This publication falls into two parts. The first contains a summary of the proceedings of the 'International Working Conference of Representatives of the Agricultural Faculties of Universities and Institutes of Similar Standing providing Higher Education in Agriculture and Food' held at OEEC Headquarters in July 1959. The second and major part consists of an account of the present facilities for university-level education in agriculture in OEEC countries ... Under the terms of reference rapporteurs were asked to submit reports giving a factual account of agricultural education at university level in their countries with information about agricultural courses and curricula and statistical information about the students. They were asked to limit the scope of their information to courses leading to a university degree or its equivalent or postgraduate qualification. They were requested to exclude information relating to agricultural advisory or research work and courses for veterinary surgeons but to include courses in horticulture and forestry as well as in tropical agriculture and food technology forming part of an agricultural degree course."

979 EDDING, Friedrich and Willi ALBERS "Financing General and Vocational Schools in the Federal Republic of Germany, 1960-1970" Some Economic Aspects of Educational Development in Europe International Assoc. of Universities Paris 1961 pp 97-105

"The limited scope of this study is to set out, for discussion, certain results of research and to give tentative forecasts of inevitable or possible education expenditure in Germany in the decade 1960 to 1970 ... Our study outlines what improvements and extensions in the field of education -- seen from a realistic point of view -- could be achieved during the next ten years and what probably will have to be postponed. In addition it gives an analysis of probable developments of tax receipts and expenditure commitments at the three levels of government (community, state, federal). Finally some changes in the operation of financial equalization between communities and states are recommended."

980 Education Abstracts "Adult Education and Leisure-Time Activities in Czechoslovakia" Vol 11, No 3 (Mar 1959)

Study of adult education and leisure-time activity in Czechoslovakia. The sections of the abstract include principles, theory and history, general problems concerning practical organization, problems in special areas, legal and practical problems and research and documentation.

981 Education Abstracts "Education in Czechoslovakia, Poland and U.S.S.R." Vol 8, No 8 (Oct 1956) 28 pp

A bibliography of educational publications during the years 1953-55. Titles and annotations for each book listed under subheadings of Basic Principles, Educational Psychology, Education, Teaching, Methodology, School Organization, Special Schools, Education Outside the School. Ideological principles significant to most publications are referred to in most annotations.

982 Education Abstracts "Education in Italy" Vol 11, No 6 (June 1959) 19 pp

A brief description of the organization of education is followed by abstracts of selected material divided into sections by educational fields.

983 GOZZER, Giovanni L'istruzione Professionale in Italia
Unione Cattolica Italiana Insegnanti Medi Rome 1958
525 pp 2,000 liras

A survey of problems of vocational training in Italy emphasizing the problems created and action required as a result of training needs arising from formation of the European Economic Community. The first part of the book reviews the different concepts underlying vocational education. The second describes vocational education programs currently in use in Italy. The third part contains documentary material and a bibliography dealing with vocational training problems in various European and non-European countries in recent years.

984 GOZZER, Giovanni Sviluppo della Scuola e Piano Decennale
(1959-1969) Unione Catholica Italiana Insegnanti Medi
Rome 1959 239 pp

An authoritative analysis of the development program of Italian education within the framework of Italy's Ten-Year Plan. Part II presents four short papers attempting to evaluate the Plan with regard to the ideals of Italian education. In Part III the educational development plan is included in the form of proposed legislation.

985 HOFMAN, E. "The Changing School in East Germany"
Comparative Education Review Vol 6, No 1 (June 1962)
pp 48-57

This paper shows how the school system in East Germany has been transformed, within fifteen years, from the Nazi school, via the "anti-Fascist democratic school," into the "socialist school." The students are under constant pressure to conform, together with a wide range of social and legal punishments for non-conformity and opposition. On the other hand, conformity, active participation and enthusiasm are rewarded with social recognition, medals, honorific titles, symbolic gifts, and stipends, all having certain material and prestige value.

986 HUUS, H. The Education of Children and Youth in Norway
Univ. of Pittsburgh Press Pittsburgh, Penna. 1960
247 pp $6.50

This book proposes to "present information regarding the purpose, organization, methods of teaching and examination of various types of public schools ..." It does so by looking at the organization and administration of education in Norway, and by discussing the various agencies for education: centers for children under compulsory school age, the elementary school (Folkeskolen), secondary education (Den Hogre Almenskolen), post-elementary schools and teacher education. Included in the appendix are some statistics of schools visited as well as a list of the schools. Public education is administered and controlled by the central government. Of the total expenditure for education, 76% is for "general academic education", 15% is for vocational education, and 9% is for higher education. The arts play a major role in the curriculum -- handicrafts skills as well as appreciation of the arts are emphasized. The high schools are of two kinds: those which emphasize the intellectual, and "folk" high schools in which leadership skills are stressed. The problems of teacher education, especially of elementary teachers, are similar to those in America. They are receiving much study and attention, however, with hope for higher standards in the near future. The schools listed in the appendix were visited in 1951, again in 1953, and for some, again in 1958. Many of the statistics and tables are for the 1954-55 period.

987 Intl Labour R. "Employment Forecasting and Manpower Policy in France" Vol LXXIX, No 2 (Feb 1959) pp 189-203

"Employment forecasting, long considered to be technically impossible, is still regarded as one of the most difficult aspects of economic forecasting in general, of which it is an essential and integral element. As an indispensable instrument of coordinated manpower policy its importance is continually increasing in step with the ever-widening application of the latter for the purpose of medium and long-term national economic development plans. The recently published report of the Manpower Committee to the Commissioner-General for State Planning concerning the third plan for the modernization and economic equipment of France is a typical example of the efforts and progress made since the Second World War to use employment forecasting in order to evolve a manpower policy coordinated with economic policy, technical progress and demographic trends. A brief outline of the origin of work in this field will be followed by a brief summary of the Manpower Committee's report."

988 Intl Labour R. "Recent Trends in Vocational Guidance in Italy" Vol LXXIX, No 6 (June 1959) pp 613-23

"In recent years under the active encouragement of the Ministry of Labour and Social Welfare and the Ministry of Education, public occupational psychology centres and vocational guidance centres have greatly extended their work. With these centres and the private institutes concerned with vocational guidance that have been set up by various municipalities, by the universities of a few large cities and by other bodies Italy now possesses the essential framework of a comprehensive national vocational guidance system."

989 Intl Labour R. "Technical Progress and the Employment and Training of the Young" May 1961 pp 483-506

Some of the problems raised when the influx of young unskilled workers in advanced industrial societies are in excess of the needs as well as an appraisal of the progress so far in giving these young people the training they need to make them productive members of society. U.S., France, U.K., the Netherlands are among the countries studied.

990 JAEGER, A.L. and H.J. SAINT-MAURICE "The Yugoslav Management and Supervisor Training Center" Intl Labour R. Vol LXXIX, No 6 (June 1959) pp 597-612

In this article Mr. Jaeger, the Director of the Zagreb center responsible for training Yugloslav supervisors and managers in modern methods and techniques of management, and Mr. Saint Maurice, the principal expert sent by the ILO to help establish and run the center describe "its organization and methods and the difficulties it has to overcome."

991 KRATKI, S. "Education in Yugoslavia" Education Abstracts Vol 6, No 9 (Nov 1954) 26 pp

Annotated bibliography of educational books published in Yugoslavia 1948-1954. Special notice of the philosophical attitudes of the country is presented in most annotations.

992 LEHERPEUX, M. Higher Education and its Relationship to the Other Branches of Education Institut Pédagogique National Paris March 1962 9 pp (mimeo)

This document not only indicates the present (1962) relationship between French Higher Education and other branches of education, but includes historical summaries of primary and technical education. The dominance and increased responsibilities of the university system in connection with the evolution of public education in France are emphasized.

993 NETHERLANDS Comm. voor Statistiek van het Interuniversitair Contactorgaan De Ontwikkeling van het Aantal Academici tot 1980 Aanbod en Behoefte Zeist 1959

A study of the supply and demand for university graduates up to 1980. Estimates were made by faculty and sub-faculty.

994 PAYNE, George L. Britain's Scientific and Technological Manpower Stanford Univ. Press Stanford, Calif. 1960 466 pp

In Britain over one-third of the scientists are found in schools, colleges or universities. As a result science is largely a self-sustaining process and its effects on the community are largely through education rather than through the effects its products have on other occupations. Skilled engineers, on the other hand, have come primarily from industry and "further" education, especially from apprenticeship arrangements. Thus the lack of contact between science and technology up to the mid-1950's has been serious as technologists are normally the diffusers of scientific results.

995 POIGNANT, Raymond "France" (Chap 1) pp 9-32 The Planning of Education in Relation to Economic Growth (Vol IV) Policy Conference on Economic Growth and Investment in Education Washington, D.C. Oct 16-20, 1961 OECD Paris 1961 57 pp

This paper describes the functioning of educational planning in the overall French national economic plan. The chief concern of the planners is with facilities investments, as reflected by school population trends and shifts, and replacement requirements. The Fourth Plan (1962-64) allows for certain educational reforms and extension of school-leaving age to 16 (by 1967). A preliminary outline has been developed of the network of educational establishments throughout France for 1970. Describes some of the problems encountered and insights obtained from French experience with educational planning.

996 POIGNANT, Raymond "The French Experiment in Planned Education (an Administrator's Point of View)" Some Economic Aspects of Educational Development in Europe International Assn of Universities Paris 1961 pp 129-38

A description of France's efforts to include the development of education in her plan for economic development. The article discusses the planning organization, the aims of the Commission, the Commission's working methods, and results of the Commission's work.

997 ROSSIGNOL, E. "The Vocational Training of Adults" Intl Labour R. Vol LXXVI, No 4 (Oct 1957) pp 325-48

"The increasing pace of industrial progress and the growing numbers of workers migrating for employment as a result of international economic agreements have made the vocational training of adults more necessary than ever before..... The characteristic features of adult vocational training systems in Western Europe today are the thoroughness of both the teaching methods on which they are based and the administrative machinery set up to run them, as well as the active international collaboration to which they have given rise since they were first introduced."

998 SOFER, Cyril and G. HUTTON New Ways in Management Training A Technical College Develops Its Services to Industry Tavistock Publications London 1958 127 pp 15s

A detailed description of a research project undertaken by the Tavistock Institute of Human Relations in collaboration with the Department of Management and Production Engineering at Acton Technical College, London. The book contains a review of technological education and managerial studies in the United Kingdom and a discussion of the needs and circumstances of students, the circumstances and attitudes of local firms, the teacher and his tasks, the development of services to students and to firms, the problem of increasing teachers' experience and skill, and the method of research used and its advantages and disadvantages. It is concluded by a general description of the place of a technical college and of other educational institutions in training for industrial responsibility.

999 STETS, Walter "Vocational Guidance in the Federal Republic of Germany" Intl Labour R. Vol LXXV, No 4 (Apr 1957) pp 319-34

This article is regarded as a useful addition to the ILR series "in that vocational guidance in the Federal Republic of Germany presents some remarkable features. While the system is entirely voluntary, nearly nine-tenths of all school-leavers avail themselves of counseling; furthermore, vocational guidance in Germany has always been closely linked with the placement of young persons in training employments and almost half of the persons seeking guidance are so placed."

1000 VLAHOF, Gustav "The Worker-Trainee and Foreman-Instructor Programmes in Yugoslavia" Intl Labour R. Vol LXXIII, No 1 (Jan 1956) pp 25-36

The author, Secretary of the Secretariat for Labour Questions and Relations of the Federal Executive Council in Yugoslavia, discusses results achieved in his country through programs to enable workers to improve their skills either by training abroad or by receiving instruction in their own country from instructors recruited abroad. He shows the importance of these programs and emphasizes the difficulties which had to be overcome to ensure their success.

LATIN AMERICA

See also Entries 26,125,234,255,261,328,364; Brazil: 131,232,325,627,652,703,1001; Chile: 799; Colombia: 247; Ecuador: 327; Guatemala: 222,330,438 Haiti: 560; Peru: 47,278; Puerto Rico: 445; West Indies: 198,568,769.

1001 FISCHLOWITZ, Estanislau "Manpower Problems in Brazil" Intl Labour R. Vol LXXIX, No 4 (April 1959) pp 398-417

"The manpower problems facing Brazil today are characteristic of an economy undergoing rapid industrialization and one that was, until quite recently, predominantly rural. As is often the case in such circumstances, a severe shortage of skilled manpower is paralleled by widespread underemployment among the unskilled. To aggravate this situation a stream of rural workers, discouraged by the hardships and the often disastrous climatic conditions of the countryside, converges on the large urban centers that have sprung up as a result of industrial development in search of employment for which their experience has in no way fitted them. Finally, population growth steadily swells the ranks of the already overcrowded labour market." Among measures taken to improve the manpower situation are some comprehensive vocational training schemes, several welfare and vocational education services organized by employers, and placement and re-employment offices which operate for a limited number of trades. These measures are, however, insufficient in scope and must be greatly expanded in order to cope with the problem.

1002 FRANCO, Jorge "Productivity and Economic Development in Latin America" Intl Labour R. Vol LXXII, No 5 (Nov 1955) pp 367-84

"In (this) article the author analyses productivity problems of special importance to Latin America and suggests means of raising productivity in order to speed up the economic development of the region." He discusses the relationship between manpower and capital and the mobility and training of human resources.

1003 GARCES, V.G. "Immigration and Indian Policy in Latin American Countries" Intl Labour R. Vol LXIX, No 1 (Jan 1954) pp 18-30

"In this article the Ecuadorian member of the Committee of Experts on Indigenous Labour of the ILO gives his personal ideas on the problems arising from immigration for settlement in certain Latin American countries which, like Ecuador, have a large Indian population. His theme is that the Indians must be associated in any national effort for economic development ... Such integration has a prominent place in the plans for technical assistance in Latin American countries." These are "the opinions of an expert on the development plans of Latin American countries and the consequences that the immigration of foreign manpower may have on the Indian policy of some of these countries."

1004 GARCES, Victor G. Indigenismo Editorial Casa de la Cultura Ecuatoriana Quito 1957 286 pp 25 sucres

This work is a selection from the talks which the author gave over the national broadcasting system. He deals with the present situation of the Indian on the fringe of the Ecuadorian economy and society and with hopes for their integration. Their potential contribution is great; Mr. Garces is, therefore, "not in favor of mass immigration from Europe until the Indians of his own country have had the opportunity to be integrated and to contribute fully, by their labour, to the national economy." (ILR Dec 1958, p 608)

1005 Informaciones Económicas "Principales Acontecimientos y Tendencias en Los Países Americanos" No 4, 5 & 6 (Apr-June 1960)

A review of the accomplishments and trends in economic development to date. Considers various sectors of the economy and socio-economic integration, "a new objective for Latin American development." Considers education an essential factor in development. Points out manpower shortages. States that teachers' salaries have worsened in relation to industrial wages.

1006 ILO The Andean Programme Human Beings Working Together Geneva 1958 103 pp

A pamphlet based on reports and articles by officials and experts who have participated in the Andean Programme, the aim of which is to raise the living standards of "some seven million human beings who eke out their lives at a bare subsistence level, human beings who have for centuries lived in isolation from the rest of their countrymen, outside the stream of their national economic and social life .... Not the least success of the Programme has been to awaken among the Indians an understanding of the benefits which the programme's objectives can bring to themselves and even more to their children. Leaders and members of the Andean communities are increasingly anxious to do the things necessary to achieve these objectives ... In every one of the field bases of the Andean Programme, experts -- agronomists, instructors in teaching, technical instructors, doctors, anthropologists, social workers, nurses and veterinarians -- are daily showing the Indians how to speak, read, and write the language of their country, how to increase the yield of crops, how to build roads and irrigation ditches; how to make better homes and how to prevent illness. The Programme builds schools and model houses; it sets up vocational training workshops in which artisans and qualified workmen are trained; it trains local administrators, social promoters, directors of cooperatives and future teachers; and it helps to organize in some cases the movement of whole communities to more fertile land."

1007 Intl Labour R. "Women's Employment in Latin America" Vol LXXIII, No 2 (Feb 1956) pp 177-93

"This study is largely based on material collected in view of a technical meeting on the utilization of women's work in Latin America held under the auspices of the International Labour Organization at Lima in Dec. 1954." It discusses some of the main problems connected with the situation of women workers in Latin America. Among these are conditions and terms of employment, welfare services and vocational guidance and training in order to allow more effective utilization of the female labor force.

1008 JAFFE, A.J. People, Jobs and Economic Development A Case History of Puerto Rico, Supplemented by Recent Mexican Experiences Free Press Glencoe, Ill. 1959 375 pp

A particularly interesting attempt to see population changes as a background for the changing educational pattern and the provision of employment. "Essentially we wish to extract from the Puerto Rican experiences, such findings and information as may be relevant and helpful to other underdeveloped parts of the world which have embarked on programs of economic and social development ... We have limited ourselves in large measure to analysis of the demographic, working-force and employment aspects." Chapter II is devoted to "Education and Economic Development."

1009 MOSHER, Arthur T. Technical Co-operation in Latin American Agriculture Univ. of Chicago Press Chicago 1957 443 pp

This book deals with a wide range of problems involved in raising the level of agricultural productivity in Latin America, including eight case studies of extension and technical assistance programs.

1010 MURZI, Alfredo T. "Juvenile Employment in Latin America" Intl Labour R. Vol LXIX, No 3 (Mar 1954) pp 217-34

"The problems arising from the employment of young persons, both in rural and in urban districts, have for some time been a constant preoccupation of the governments of the Latin American countries. The problems in these countries are somewhat different from those... in industrialized countries. In Latin American countries industrialization has not been accompanied by the abuse of child labour that occurred in European countries during and after the Industrial Revolution. The conditions of employment of young persons in these countries are influenced by demographic, economic and social conditions, and the educational, health and moral aspects of the question are the primary concern of the authorities."

1011 NASH, Manning Machine Age Maya: The Industrialization of a Guatemalan Community Free Press Glencoe, Ill. 1958 118 pp

The impact of a successfully functioning cotton mill established by outside entrepreneurship on a Guatemalan rural community has been studied from the founding in 1876 (20 workers) through 1954 (900 workers). The social accomodations and the economic changes that took place without destroying or even weakening the local culture are described in detail.

1012 PUERTO RICO, GOVT OF Programa Economico de Seis Años (Años Fiscales 1963-68) Oficina del Gobernador Junta de Planificación San Juan 1962 103 pp (paper)

A report from Governor Marin to the legislature detailing projections and objectives of economic development for five years. Pages 38-43 contain the education sector. Plans include increased emphasis on community education, vocational education and higher education.

1013 ROMERO, Fernando La Industria Peruana y sus Obreros Analisis de la necesidad economica de obreros calificados que se experimentara en el periodo 1955/65 y forma de satisfacerla. Imprenta del Politecnico Nacional "Jose Pardo" Lima 1958 74 pp

The first three chapters are devoted to an analysis of estimated manpower requirements in Peru from 1955 to 1965, based on a wealth of data published by various Peruvian institutions and by international bodies such as the Economic Commission for Latin America. The last two chapters deal with methods of meeting these requirements. The authors advocate the adoption of a vocational training scheme on the lines of the Brazilian National Industrial Apprenticeship Service, the National Apprenticeship and Vocational Training Commission in Argentina and the Colombian National Apprenticeship Service. (ILR July 1959, p 90)

1014 RUBIO ORBE, Gonzalo Promociones Indigenas en America Editorial Casa de la Cultura Ecuatoriana Quito 1957 404 pp 30 sucres

The author, a specialist in education, "examines the policies followed by the Governments of Mexico, Bolivia, Peru and Ecuador as regards the indigenous populations living within their borders. He sums up what has been achieved, either by these Governments themselves or by religious missions, international agencies or private institutions, in order to integrate the Indians into the respective national communities .... His work will be of particular interest to specialists in fundamental education, but will help sociologists too, because he particularly stresses the cultural factors which are inherent in the problems of integrating an indigenous population; and also because of the practical suggestions which the book contains."

1015 STEAD, William H. Fomento - The Economic Development of Puerto Rico National Planning Assn. Washington, D.C. 1958 150 pp $2

The author points out that the Puerto Rican government since the war has sought to use its funds as a "catalyst". It has provided sources of external economies which previously did not exist, but which manufacturing firms need, e.g., transport, electric power and housing facilities, as well as education and health services. The government has also undertaken the construction of a number of factory buildings which it has leased or sold to private enterprisers. It has loaned money to some firms. Finally, it has provided a wide range of services, such as the training of workers, technicians and managerial personnel, market surveys, and aid in establishing necessary business connections for new enterprises. (AER Dec 1958 p 1033 - R.J. Alexander)

1016 UNITED NATIONS - ECLA Human Resources of Central America, Panama and Mexico 1950-80 by L.J. Ducoff New York 1962 160 pp (Spanish and English) $2

An analysis of population growth in Central America, Panama and Mexico and its relationship with certain aspects of economic development. The main demographic problems of the area and the possible population and its structure by 1980 are considered, as well as the composition of the labor force, effects of supply and demand, adaptibility to economic change, mobility between urban and rural population, and other demographic aspects of economic development. Various statistics on illiteracy and education are included.

See also Entries 135,136,411,412,520,536,573,592,612,628,663,687,733,786, 796,805.

1017 Boletin de la Oficina de Planeamiento Integral de la Educacion (Bulletin of the Office for Over-all Planning of Education) Caracas, Venezuela Nos 1-5 (May 1961-April 1962)

The first bulletin in this series publishes the decree setting up the Office for Over-all Planning of Education in Venezuela. The history and rationale for planning in Venezuela is given together with a list of documents and centers of information. The second in the series summarizes a meeting of the Planning Council of the Office for Over-all Planning and that of a convention of Teachers of Middle Education. The third gives an outline of the basic plan developed by the Office of Coordination and Planning (CORDIPLAN) and the Office of Over-all Planning (EDUPLAN). It includes a twelve year plan, four year plan, and current proposals. The fourth is a "country study" of Venezuela considering historical, demographic,social, and economic factors related to education. The Venezuelan system is then described. The last chapter is devoted to international aid. The fifth in this series is a summary of the conclusions and recommendations of the Conference on Education and Economic Development in Latin America held at Santiago, Chile, March 5-19, 1962. Also included is a brief chapter on work being done along the same lines in Europe.

1018 BONE, Louis W. Secondary Education in the Guianas Comparative Education Monographs No 2 Univ. of Chicago Press Chicago 1962 70 pp $1.50

Presents an overview of the social structure in the British, the Dutch, and the French Guianas, and describes Guianas' secondary schools as they emerged from three centuries of slow educational development. Critically examines the performance of those schools with regard to the skilled manpower needs of the Guianas' economic development.

1019 BRAZIL, MIN. DA EDUCACAO E CULTURA Inst. of Pedagogical Studies, Off. of Educational Research Bibliografia Brazileira de Educacao (Brazilian Bibliography of Education) Rio de Janeiro 551 pp (paper)

This regularly published annotated bibliography reports on significant articles related to or about Brazilian education that appear in approximately 75 different periodicals, mostly

Brazilian. Also included is a list of the periodicals analysed and a list of the topics reported on, such as education of special groups or educational statistics.

1020 BRICKMAN, William W. "Education in Latin-America" School & Society Vol 67, No 1748 (June 26, 1948)

——— "Education in Central and South America" Vol 77, No 1933 (Feb 28, 1953)

Both are good reviews of "recent" literature in several languages on Latin American education.

1021 CHILE, MIN. DE EDUCACION PUBLICA Bases generales para el Planeamiento de la Educacion Chilena Santiago de Chile 1961 149 pp (biblio)

This publication presents the work of a commission designated in 1961 by the Chilean Ministry of Public Education to conduct a study preliminary to the establishment of a system of national education planning. It contains a description of educational needs, the present capacity of the educational system, and an evaluation of its deficiencies. Concluding recommendations pertain to the organization of an educational planning service.

1022 COLOMBIA, MIN. OF EDUCATION Decree Number 1637 of July 12, 1960 Bogota July 12, 1960 49 pp (mimeo)

This decree completely reorganizes and re-defines the functions of the various branches of the Ministry of Education. For example, the Division of Elementary Education and Illiteracy is combined with the Section of Pre-School Education. The Section of Primary Education is combined with the Group for Pupil Protection and the Section of Illiteracy and Fundamental Education. The Division of the Budget is combined with the Section of Administration and Control of the Budget, the Section of Costs, and the Section of the Paymaster. In general, the decree attempts to make the Ministry more efficient by eliminating overlapping functions.

1023 DIEZ-HOCHLEITNER, R. "Une expérience pilote en Colombie La Planification intégrale de l'éducation depuis 1958" Dévéloppement et Civilisations No 5 (Jan 1961) pp 67-76

The author, organizer of the Bureau of Educational Planning, Ministry of Education, Colombia, describes the efforts which led to the first four-year plan for education in Latin America.

This includes the progressive organization of the Bureau, elaboration of work methods, and liaison with other institutions and local groups. He also traces some of the reforms initiated during the plan and terminates with a review of accomplishments and resulting international repercussions.

1024 La Educación "Costos de la Educación en Brasil" Vol 21-22 (Jan-June 1961) pp 99-110

A summary of the costs of education in Brazil. During the period 1955-1960 the federal government increased its expenditures for education from 6% to 10% of the total budget. Other levels of government made similar increases. Yet the portion of GNP spent on education for the period 1957-59 was only 2%. Three outstanding Brazilian educators propose methods to project expenses "based on studies of the actual expenses between 1940 and 1950 in Brazil and data from Argentina, Brazil, Colombia, and Peru." Summarized in English, French and Portuguese.

1025 HAMUY, Eduardo El Problema Educacional del Pueblo de Chile (The Educational Problems of Chile) Editorial del Pacifico S.A. Santiago de Chile 1961 192 pp

In this research, (done by ex-members of the Sociology Dept. of the Univ. of Chile) the problem of a high illiteracy rate is demonstrated not to be a result of educational facilities, as prior to 1930, but a result of "school desertion." For Mr. Hamuy the problem is that very few continue their education after the minimum required compulsory education (about 4 years). Total social planning is necessary to achieve educational progress.

1026 ILO Vocational Training in Latin America New Series No 28 Geneva 1952 319 pp $2

"Based on an inquiry carried out by the International Labour Office at the request of the UN Economic Commission for Latin America, this report gives a picture of the methods used in Latin America for vocational training in relation to agriculture and industry and suggests national and international measures for the improvement of vocational training facilities. It includes a series of notes on vocational training of youth in industry, commerce and agriculture (including the training of instructors) and vocational guidance and placement, in Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Ecuador, Guatamala, Mexico, Peru, Uruguay and Venezuela." (ILR Jan 1952, p 144)

1027 LARREA, J. "Economics and Education in Latin America" The Year Book of Education 1956 Univ. of London and Columbia Univ. Teachers College Evans Bros Ltd London pp 572-86

Points out the typical problems of Latin American countries with regard to education: low pay and low esteem for teachers; Ministers of Education politically appointed; low priority to investment in education in typically inflated economies; rural bias in expenditures. The Mexican example is cited as a way out of this "vicious circle." Here, a revolution united the separate political factors (i.e., the military) into a more cohesive political entity.

1028 NANNETTI, G. América y la educación primaria universal OAS Washington, D.C. 1956 pp 2-10

Reviews the formal declarations, conferences and organized efforts on behalf of compulsory, free primary education in Latin America. Special reference is made to the work of UNESCO and OAS. Fundamental education is considered along with primary education. Includes a table showing the percentage and number of children of school age in various Latin American republics (and the United States) that are not enrolled in primary schools. The percentage is less than 50 in only 10 out of 21 nations or some 14 million children altogether. Principal reasons cited are shortages of trained personnel and school facilities and the phenomenal increase in the school age population.

1029 OAS Escuela Normal Rural Interamericana Informe al Consejo Interamericano Economico y Social Washington, D.C. 1957 88 pp (paper)

Two-thirds of the Latin American children of school age live in rural areas, yet 73% of these children do not attend school compared with 39% of urban children. About 70% of rural school teachers do not have any degree; some 30% of urban teachers have none. Under Project 26 of the OAS Program of Technical Assistance a Latin American rural teacher training institute was set up in Venezuela in 1954 in a community of 12,000 population with 17 rural schools. This report describes its moderate success.

1030 OAS Instituciones Latinoamericanas de Enseñanza Superior Washington, D.C. 1960 64 pp (paper)

A reference work listing all institutions of higher learning in the Latin American republics by name, date of founding, supporting institutions, address, facilities.

1031 OAS Dept. of Cultural Affairs, Div. of Education, Voc. Education Sec. Series N Washington, D.C. (paper)

Vocational Education in the Dominican Rep. No 6 86 pp 1951 50¢
Vocational Education in Honduras No 7 100 pp 1951 $1
Vocational Education in El Salvador No 10 105 pp 1951 $1
Vocational Education in Haiti No 11 187 pp (paper) 1952 $1
Vocational Education in Paraguay No 13 169 pp (paper) 1951 $1
Vocational Education in Panama No 16 158 pp (paper) 1952 $1

Contains background material on the economy of the countries, the history of vocational education, laws pertaining to vocational education, a brief description of the various levels of education, and the relation of vocational education to the total educational system. The information on vocational education is organized in question and answer form. Contains a number of charts giving data on the various types of vocational school, such as trade schools for girls, schools of business administration. The schools are listed individually by title.

1032 OAS and UNESCO Seminario Interamericano sobre Planeamiento Integral de la Educación NEA et al. No 1 Documentos de Trabajo Washington, D.C. 1959 121 pp (paper)

A statement by several authors of the goals, philosophy, methods and significance of educational planning in Latin America, with much material drawn from the U.S. experience.

1033 OAS and UNESCO Seminario Interamericano sobre Planeamiento Integral de la Educación by F.J. Monsanto et al. No 2 Washington, D.C. 1959 119 pp (paper)

A series of articles describing the educational planning process, the international organizations involved, the sources of documents, regional plans. Recommendations for coordination and centralization of the planning efforts are frequently made. The article by G. Zakrzewski discusses the need for relevant educational statistics to relate to economic statistics.

1034 OAS and UNESCO Seminario Interamericano sobre Planeamiento Integral de la Educación by G.E. Morgenroth et al. No 4 Documentos de Trabajo, Qualitative Planning of Education Washington, D.C. 1959 215 pp (paper)

A series of articles devoted to such topics as planning for secondary, vocational, professional and adult education in the Americas. The works represent the opinion of the various authors and not the organizations they represent. Most articles list a bibliography consisting mostly of English titles. The articles are general in scope. Most recommend policy changes and decisions.

1035 OAS and UNESCO Seminario Interamericano sobre Planeamiento Integral de la Educación by J.M. Nolte et al. No 5 Documentos de Trabajo Qualitative Planning of Education and other general reforms Washington, D.C. 1959 159 pp (paper) 50¢

A group of eight articles on the general topic of improving education in Latin America. Such topics as plans for extension of the educational system, restructuring of systems, techniques used by the U.S., training of professional personnel, and the improvement of texts and materials of instruction are discussed. The opinions expressed are those of the authors rather than official OAS views. All articles draw heavily on the U.S. experience.

1036 PRIETO F., Luis B. La Colaboración Privada con la Educación Popular Americana Universidad Central de Venezuela Caracas 1959 236 pp

"This is probably the first comprehensive monograph in Spanish on the contribution of private enterprise to mass education.. It results from a broad survey made in all American countries. Although methods of financing education and literacy projects and the role which can be played by private individuals and institutions in this regard are the author's main theme, he also examines the problems of children's primary instruction, the general and technical training of adults, and workers' education. Suggestions for the solution of these problems are made. The author also stresses the need for coordinating all efforts in the education field, at the national and international levels, by means of a regulating organization. The book closes by reproducing the text of several official documents on this subject." (I L R Jan. 1961 p 104)

1037 SANCHEZ, Luis A. "The University in Latin America" (in four parts) Americas Vol 13, Nos 11 & 12; Vol 14, Nos 1 & 2 (Nov, Dec 1961; Jan, Feb 1962)

The first three parts describe the historical development of Latin American universities. The fourth part describes the universities as they are today; their financial difficulties; the hostility toward them shown by many of the governments; their inadequate facilities; and the basic difference between students in impoverished underdeveloped countries and those in the U.S.

or Europe. Concludes with a list of the basic needs of the universities today.

1038 SWING, S.G. "International Exchange in UNESCO's Primary School Project in Latin America" Inst. of International Education News Bulletin Vol 34, No 2 (Oct 1958) 10 pp

The goal of this UNESCO project is to get "every school-age child in Latin America enrolled in school in the next ten years." Involved in this project is exchange of information, expert advice, and increase in training opportunities and status of teachers in this country. The first teachers to study on these fellowships went to universities in Europe and the U.S. To get the educational statistics necessary to carry out this program, an institute was held in Santiago, Chile. Laboratory schools are being set up to give teachers practical experience. The OAS and UNESCO provide the financial backing for the training of teachers, administrators, etc. by way of fellowships for attending specific schools. Some of the countries involved (Brazil, Chile, Mexico) as well as others (France, Spain) have given money for fellowships. "Cultural Popular Action" is the name given to a radio school to conduct literacy classes -- started by Father Salcedo in the Colombian Andes. The schools now number 50,000 and the project has received some help from UNESCO.

1039 TRINIDAD AND TOBAGO, EDUCATION WORKING PARTY Education in Trinidad and Tobago The Report of the Working Party 1954 Gov't Printing Off. Port-of-Spain 1954 141 pp $1.20

Among the subjects dealt with in this book are: supply and training of teachers, adult education, education for agriculture and technical education. "While the recommendations... give first priority to a major ten-year building programme, the report emphasizes also the need to reorganise the school system so as to relate it more closely to the needs of the students. It recommends special provisions for the 11-15 age group, whose education should be directed toward the trades or professions they will follow." (ILR Apr 1955, p 437)

1040 UNESCO Fundamental, Adult, Literacy and Community Education in the West Indies by H.W. Howes Educ. Studies & Docs. No 15 Paris 1955 80 pp

"The present study begins with a brief social anthropological sketch of the region, followed by a study of fundamental, literacy, adult and community education in the Caribbean. Next there is a consideration of a number of problems arising from the study and, in conclusion, suggestions are offered in relation to the development of existing or future programmes."

1041 U S DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ. Brazil, Education in an Expanding Economy by Augustus F. Faust FS 5.3:959/13 Gov't Printing Off. Washington, D.C. 1959 142 pp 50¢

Provides information on education in Brazil for the use of educational institutions, agencies, and others interested in comparative education.

1042 U S DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ. Education in Honduras by M. Weldon Thompson FS 5.3:955/7 Gov't Printing Off. Washington, D.C. 1955 33 pp 20¢

Includes background information (history, politics, geography, economics, and sociology) the system of education (elementary through higher education, including vocational and other provisions), and tables showing programs of study.

1043 US DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ. Educational Data: Bolivia Cat. No. FS 5.214:4034-61 Gov't Printing Off. Washington, D.C. 1062 12 pp 15¢

Presents data on pre-elementary, elementary, secondary, vocational, commercial, military, teacher, higher, technical, and adult education in Bolivia.

1044 U S DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ. Educational Trends in the Caribbean European Affiliated Areas by Charles C. Hauch FS 5.214:14043 Gov't Printing Off. Washington, D.C. 1960 60¢

Deals with some of the most apparent trends in the areas affiliated with England, France, and the Netherlands.

1045 WILGUS, A. Curtis (ed.) The Caribbean: Contemporary Education School of Inter-American Studies (Papers delivered at the 10th Conference on the Caribbean held at the Univ. of Florida Dec. 1959) Univ. of Florida Press Gainesville 1960 283 pp

Twenty-three experts present a comprehensive, well-balanced and penetrating volume. In all the countries of the Western Hemisphere, the people through their governing organizations are attempting educational operations-bootstrap, which should result, in another generation at least, in making educational opportunities available to a much larger majority of people than now enjoy them. The book is divided into seven parts: Educational Problems; Public Education; Private Education; Special Education; Educational Exchange; Some General Considerations; and Bibliographical Sources, and includes case studies of Mexico, Costa Rica and Colombia.

LATIN AMERICA

Mexico

See also Entries 31,75,85,202,215,220,279,283,315,379,595,626,767.

1046 BOOTH, George C. Mexico's School-Made Society Stanford Univ. Press Stanford, Calif. 1941 175 pp

A discussion of the characteristics of Mexican education and the revolutionary premises of scientific socialistic educational theory. Techniques used to interest the Indians in learning Spanish were baseball games, songs and dances. Each typical local industry is improved through craft activities while retaining its particular characteristics.

1047 CLINE, Howard F. Mexico: Revolution to Evolution, 1940-60 for the Royal Institute of International Affairs Oxford Univ. Press London 1962 375 pp $6.75

The director of the Hispanic Foundation, U.S. Library of Congress, writing unofficially as a professional historian, has prepared a concise and authoritative survey of the developments in Mexico during the last two decades. Chapter 20 "Education: Hope of the Revolution" reviews Mexico's long history of educational effort which has been a basic tenet of the revolution. More has been spent on education than on defense and there are more teachers than soldiers in the country. An important aspect of Mexico's educational movement has been its consistent effort to adapt techniques and philosophies from abroad to the particular problems of the country, to produce a truly Mexican answer to the country's needs.

1048 EBAUGH, Duncan C. The National System of Education in Mexico Studies in Education Johns Hopkins Press Baltimore 1931

The work deals with the development of rural schools, primary and normal department, federal secondary schools, department of psycho-pedagogy, hygiene and other activities of the federal Department of Education from the fall of the Diaz regime.

1049 Educación, Revista de Orientación Pedagogica (Education, Magazine of Guidelines for Education) Vol 2, No 4 (June 1960) Secretary of Education, Mexico, D.F.

In this issue: an article by the Secretary of the Educational

Council on their ideals and two other articles: "A Reform without Improvisations but without Delays" and "The Type of Mexican that will Be." There is also a report from the Committee of Kindergartens regarding their program; a report on Primary Education subjects; and, in less detail, the study plans of high schools and teacher schools.

1050 ENRIQUEZ, E. "Costos de la Educación en Mexico" La Educación Vol 21-22 (Jan-June 1961) pp 64-96

A study of the costs of education in Mexico. Shows the percentage of costs borne by the federation, states, universities and private concerns. Gives figures for the cost per student for education at different levels.

1051 KNELLER, George F. The Education of the Mexican Nation Columbia Univ. Press New York 1951 258 pp

A well-documented history of Mexican education set against the author's assessment of the national character and geophysical conditions. The chapter on "Contemporary Thought and Organization" gives a comprehensive summary of various prevailing ideologies. Of special interest is the excellent chapter on the "The Struggle for Education." There is an extensive bibliography on varied aspects of Mexican life.

1052 KUNKEL, J.H. "Economic Autonomy and Social Change in Mexican Villages" Econ. Dev. & Cultural Change Vol X, No 1 (Oct 1961) pp 51-63

An analysis of the relationship between social change and economic development in small villages of Mexico. "The problem of incorporating villages into the nation is not solved by simply establishing contact between them; the solution involves, in all probability, either the creation of needs which cannot be met by the village and its autonomous economy, or the creation of a scarcity of land. With a steadily rising population, it seems that the latter will eventually be followed by most villages. It is questionable whether new needs can be created in an economically autonomous village, since institutions and customs often reinforce each other in excluding new ideas and needs."

1053 MADDOX, J.G. "Economic Growth and Revolution in Mexico" Land Economics Vol 36 (Aug 1960) pp 266-78

This short appraisal of Mexico's recent history underlines the important part which institutional changes brought about by the Revolution have played in launching the economy into a "take-off" -- the emphasis on education, especially rural, being one of the major elements.

1054 MEXICO, REPUBLIC OF Las Misiones Culturales en 1927 (Cultural Missions in 1927) Publicaciones de la Secretaria de Educacion Publica 1928 Mèxico, D.F. 470 pp

History and description of the missions from 1923 through 1927. Initially the objective of the missions was simply to provide experience for rural teachers, the teachers in the early missions being exclusively of vocational trades. There are detailed explanations of the first six missions and of several rural and normal schools. Many photographs.

1055 SANCHEZ, George I. Mexico, A Revolution by Education Viking Press New York 1936 211 pp

Describes the activities of the missions and the"misioneros." The missions worked from four to six weeks in each area, terminating with a festival. They traveled over a zone of one or more states; because of their size sometimes not returning to a district for two years. "Urban missions" are described where the "misioneros" taught a four weeks' seminar of professional improvement for teachers. There is a good description of the "Case del Estudiente Indigena" (House of the Indigenous Student) in Mexico City and of other Indian institutions. In the chapter on "Socialistic Schools" the author explains that the term should not be understood to mean political order but an institution born of Mexican needs.

1056 STANLEY, Joseph W. La Casa del Pueblo; Mexico's Experiment in Rural Education Doctoral Dissertation Stanford Univ. School of Education Stanford, California 1948 298 pp Biblio.

A very complete history of the "house of the people" from the time these were labelled as such in 1923 by Enrique Corona till 1928 the year in which this educational innovation reached its maximum development. At the time this work was published the name was simply "rural school" but the doctrine was that of the "casa del pueblo". The book is detailed, well-documented and valuable for those interested in the history of Mexico's educational experiment.

1057 TANNENBAUM, Frank Mexico, the Struggle for Peace and Bread Alfred A. Knopf New York 1950 (new ed. 1960) 293 pp

Chapter 10 on "Education" credits the 'ambulatory' missions to rural villages with the impulse for the significant educational development of contemporary Mexico. "The Mexican rural school is not merely creative, it is also practical ... the most practical endeavor derived from the revolution." The most important thing was the acceptance of reality, or the acceptance of limitations and building on those instead of on radical changes in the environment. The author describes what has been achieved up to 1947.

1058 UNESCO The Mexican Cultural Mission Programme by L.H. Hughes Monographs on Fundamental Education No 3 Paris 1950 77 pp 45¢

A description of a program originally designed to implement the good intentions of the Mexican Revolution by setting up community missions to train rural teachers. This was its function from 1923 to 1928 after which it became less a teacher-training program and more a community improvement enterprise.

1059 U S DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ. Education in Mexico by Marjorie C. Johnston Bul 1956 No 1 Gov't Printing Off. Washington, D.C. 1956 135 pp 55¢

This booklet gives a good factual review of Mexico's long education experience from its historical background to its present system. It describes each type and stage of education, from administration to higher education, with its contemporary development, problems, trends, and projects, as well as teachers' status, teaching methods, fundamental education, literacy, teachers' salaries and duties, even national school holidays. The last section includes tables showing the programs of study required for most degrees offered by Mexican institutions of learning and an extensive bibliography.

1060 WILSON, Irma Mexico, A Century of Education and Thought Hispanic Inst. in the U.S. New York 1941 377 pp

A complete history of the men responsible for making Mexico a more educationally-minded country. The book deals with ideas and ideals, their origins and results, up to "the golden age of primary education" which, for the author, commences in 1890 when the influence of positivism is at its peak.

MIDDLE EAST

See also Entries 259,341; Egypt: 392; Iran: 174,175,176,596,649; Iraq: 223; Israel: 34,185,264,764; Turkey: 248,718.

1061 ABDUL-HADI, Mohammed "The New Trends in Arab Education" Comparative Education Review Vol 1, No 3 (Feb 1958) pp 24-31

Describes "the main features of the recent developments in Arab schools

... the articulation of a common and modern philosophy of education, the replacement of the dual system with a unified system of schools in many states, the rapid expansion of the educational facilities, the increasing emphasis on practical education, and the new emphasis given to teacher preparation." The main body of the article consists of an annotated bibligraphy.

1062 AL-ARABI, M. "A Modern Apprenticeship Scheme in the United Arab Republic" Intl Labour R. Vol 84, No 6 (Dec 1961) pp 478-98

"The object of the scheme is to give young people training in the various industrial skills, and at the same time to provide them with sufficient theoretical knowledge to enable them to become skilled workers in their trades. The period of training is also used to improve their general education insofar as is compatible with the technical training." The scheme and some of the problems involved are discussed. In conclusion the author provides a number of general remarks which might be applicable to other training situations.

1063 ARASTEH, R. Education and Social Awakening in Iran, 1850-1960 E.J. Brill Leiden 1962 144 pp $3.50

From the contents: Education in ancient and medieval Iranian society. Education for bureaucracy and Civil Service. Vocational education and technical change. Education for citizenship and literacy. Secondary education and the dilemma of youth. Physical education for group affiliation. Teachers as the agents of change. Socio-political education. Missionary education in Iran. The role of education in the reconstruction of Iran. Important laws affecting Iranian education.

1064 ARASTEH, R. "Growth of Modern Education in Iran" Comparative Education R. Vol 3, No 2 (Oct 1959) pp 33-40

Describes the historical development of education in Iran culminating in the present high demand. This demand has caused a decrease in quality. The education, typically, has not been geared to the people's needs. Concludes that recent U.S. interest in the problem may lead to the introduction of "American methods without modification" and lead to serious setbacks just as imitation of the French system did fifty years ago." Contains tables summarizing statistics.

1065 BADRE, Albert Y. and Simon G. SIKSEK Manpower and Oil in Arab Countries American Univ. Beirut 1960 270 pp

A study of the manpower aspects of industrialization in the major oil-producing countries of the Arab world, undertaken as a part of the Inter-University Study of Labour Problems in Economic Development, whose objective is to make a comparative appraisal of the relationships between industrialization, managerial leadership and wage earning groups throughout the world.

1066 CHARLES, Pierre La Promotion des Travailleurs Nationaux à l'Intérieur des Enterprises Industrielles des Pays en Voie de Développement (Company Promotion of Nationals in Newly Developing Areas) Editions La Porte, Rabat Librairie de Medicis, Paris 1961 75 pp

The first part of this work is analysis of the problem of preparing Moroccan citizens for key managerial and labor positions in industry. The second part discusses the methods for teaching employees to read and write, for conducting vocational training, and for establishing internal promotion procedures. The effects of internal promotion on social and economic development are also discussed.

1067 HARBISON, F. and I.A. IBRAHIM Human Resources for Egyptian Enterprises McGraw-Hill New York 1958 230 pp $5.50

This study examines the question of the availability of manpower -- managerial, supervisory, skilled and unskilled -- to carry out the projected industrialization program of the Egyptian Province of the United Arab Republic. It provides an interesting survey of the personnel practices of the larger industrial concerns, both Egyptian and foreign-owned, and criticizes some of these concerns for failing to build up a managerial framework. The authors consider also that the alleged deficiencies of Egyptian workers are largely attributable to deficiencies of management such as haphazard recruiting and failure to give systematic in-plant training. They suggest that the universities should gear their programs to training high-level manpower for industry as well as for the civil service, that the reform of the vocational training system should be pursued, that the work of the Vocational Training and Productivity Center set up with the help of the ILO should be extended and that a professional management institute should be established. They conclude that if action is taken in these directions Egypt has the capacity to develop the human resources required by any industrialization program which it could conceivably finance. The book also contains chapters on labor-management relations and much other information of interest on employment matters in Egypt.

1068 INTERNATIONAL BANK FOR RECONSTRUCTION & DEVELOPMENT The Economic Development of Iraq Report of a Mission organized by the IBRD Johns Hopkins Press Baltimore 1952 463 pp $5.00

"Throughout the report, the mission stresses the importance of improvements in the quality of the human resource. Several chapters are devoted to measures for raising the levels of health and education and expanding the basic community services. The most advanced thinking in these fields is drawn upon and the whole subject is treated with thoroughness and insight. An unusual feature of the report is a section on community planning and the role it can play in improving the living conditions of the population and the efficiency of the public services."

1069 IRAN GOVERNMENTAL AFFAIRS INST. High Level Manpower Development in Iran by T. Hillard Cox May 1960 83 pp (mimeo)

"As a result of Iran's recognition of the problems confronting the nation in the years ahead, this proposed high-level manpower development program was prepared. The major objectives were limited to a consideration of the broad aspects of Iran's efforts toward social and economic development, a critical analysis of manpower shortages and future requirements, Iran's capacity for producing high-level manpower at home and its student training programs abroad and the formulation of general guide-lines for effective utilization and development. The specific aims of the study were: (1) To determine the needs of high-level manpower resources by 1963, based upon requirements for economic development; (2) To determine the number of Iranian nationals that are being trained and expected to be available from universities in Iran and from those abroad by 1963; (3) To relate requirements to expected supplies and determine the net shortages or surpluses by 1963; (4) To determine the factors affecting the development and utilization of high-level manpower in Iran; (5) To make recommendations for improving and expanding existing facilities or the establishment of new programs in all areas where shortages are of such critical importance as to seriously retard progress in social and economic development.

1070 IRAN PLAN ORGANIZATION & GOVERNMENT AFFAIRS INSTITUTE Industrial Vocational Training in Iran Tehran Nov 1959 36 pp (mimeo)

This critical examination covers manual worker occupations in mining, manufacturing and commerce. It describes the nature of shortages of skilled workers inherent in a growing economy, contrasts vocational training resources with training needs, and recommends (1) Increased vocational training in the Imperial Iranian Armed Forces, the only organization now reaching into all areas of Iran, (2) For each development project, preparation of a schedule of skilled worker needs and any necessary special training programs, (3) Training of foremen and supervisors in industry in job methods enabling them to train more workers on the job, (4) Upgrading and enlarging of the civilian industrial training system, (5) Increased publication of technical textbooks, manuals, and other teaching aids in the Persian language, (6) Evaluation and adjustment of elementary and secondary school education in the light of the nation's needs for skilled workers.

1071 ILO Manpower Problems: Vocational Training and Employment Service Regional Conference for the Near and Middle East, Teheran April 1951 Report No I Geneva 1951 46 pp 25¢

This report "is confined to aspects which are of immediate practical importance in relation to problems of economic development. After describing the present distribution of manpower in the countries of the Near and Middle East, it analyzes the economic and social factors affecting the solution of the problem in question and the various measures that have been taken or proposed for dealing with them." (ILR Jan-June 1951, p 114)

1072 MATTHEWS, R.D. and Matta AKRAWI Education in Arab Countries of the Near East: Egypt, Iraq, Palestine, Transjordan, Syria, Lebanon American Council on Education Washington, D.C. 1949 584 pp

"This report presents the results of an enquiry carried out between 15 Sept. 1945 and the end of May 1946 by a commission of three experts -- from Egypt, Iraq and the U.S. -- under the auspices of the American Council on Education. For each of the six countries visited, the authors describe the administration of the educational system, its organization, the curricula for the different types of schools (including vocational and technical schools), the openings for nationals in private, and especially in foreign, institutions in the country and the opportunities, if any, for study abroad. The historical aspect is treated adequately in a vivid account of the growth of the national systems and, more generally, of educational problems and prospects in the Arab States of the Near East. A number of photographs, statistical tables and charts illustrate this volume, which gives firsthand information on problems on which little material has hitherto been available in the Western world." (ILR Sept-Oct 1950, p 333)

1073 SPIRO, M.E. Children of the Kibbutz Harvard Univ. Press Cambridge, Mass. 1958 500 pp

Kibbutz (voluntary Israeli collective group) education is institutional. Children are removed from mothers at birth and raised collectively in what amounts to a sophisticated replication of the primitive extended family. Parents remain in the child's environment but his true home is the dormitory. This study covers the span of education from birth to adulthood, offering both description and critical analysis from the viewpoint of a Freudian-oriented U.S. anthropologist.

1074 UNESCO Adult Education in Turkey by Turhan Oguzkan
Educ. Studies & Docs. No 14 Paris 1955 60 pp

"Educators everywhere have for many years been interested in the achievements of their colleagues in Turkey. The experience of a country which has recently reformed its political structure and made great strides towards the transformation of its national life contains many lessons, not only for those who are assisting in similar processes in their own countries, but also for all who are interested in the problems of education in relation to social change. In transforming their country the Turkish authorities have clearly recognized the fundamental role of education. They have experimented boldly and have not been afraid to discard one experiment and try another, both in school education and the education of adults ... In addition to the bold experimentation which is so evident, the reader will be struck by the comprehensive nature of the programmes for adult education that have been undertaken in Turkey and the number of agencies which have participated in them. He will also note the frankness with which the problems remaining to be solved are being faced."

1075 UNESCO Evaluating Educational Achievements—Summaries of Studies on Schooling in Israel by M. Smilansky and L. Adar (eds.) Education Studies and Documents No 42
Paris 1961 46 pp

A summary of six research studies conducted by the Henrietta Szold Institute concerning achievements of the Israel Educational System. Studies relate to evaluation of: (1) early education; (2) learning difficulties of immigrant children; (3) elementary schooling; (4) vocational guidance; (5) agricultural schools (follow-up of graduates) and (6) a follow-up study of apprentices and vocational school graduates.

1076 U S DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ.
Education in Turkey by Abul H.K. Sassani FS 5.3:952/10
Gov't Printing Off. Washington, D.C. 1952 96 pp 30¢

Presents village institutes, adult education, and various cultural activities.

NORTH AMERICA (U.S. AND CANADA)

See also Entries 106,108,111,113,119,143,211,453,454,456,464.

1077 AMERICAN SCHOOL AND UNIVERSITY Educational Purchasing Guide and Plant Reference 34th edition Buttenheim Publishing Corp. New York 822 pp

This annual presents pertinent data and information on planning, designing and maintaining the educational plant. Its objective has been to stimulate ideas and to present useful materials to those concerned with educational plants. The volume contains 26 articles pertinent to school plant construction, a directory of educational plant consultants, and a purchasing guide.

1078 ARMSTRONG, W.E. and T.M. STINNETT A Manual on Certification Requirements for School Personnel in the U.S. National Educational Assn. Washington, D.C. 1962 208 pp

A factual compilation of legal requirements of teachers in all fifty states of the United States, the District of Columbia, Puerto Rico. Includes a source bibliography, charts and tables.

1079 BARZUN, Jacques Teacher in America Doubleday New York 1945 280 pp

After an eight months tour of the United States visiting dozens of educational institutions where he talked with students, teachers and administrators, the author brings into clearer focus the problems, needs, weaknesses and strengths of our American education system. His concern is with teaching itself -- the process of communication, not only in the classroom but in society in general. He stresses the need not to be concerned with methods, but with the life and art of the subject at hand -- with the ideas and form which can keep it living. He suggests a few needed freedoms: to dispense with a "system"; to throw off the excessive reverence for European "culture" and for our own "experts"; and lastly, freedom to make room for the young. "That the youngest teachers are best, I am certain." The most valuable type of man, "the man of ideas, with a mind accustomed not merely to holding facts in solution but to crystallizing them for use. And the making of such men in sufficient numbers and varieties ought to be the great end of all our teaching."

1080 BEREDAY, G.Z.F. and L. VOLPICELLI (eds.) Public Education in America - A New Interpretation of Purpose and Practice Harper New York 1958 212 pp

A book originally planned to explain U.S. education to foreign students, later expanded for both U.S. and foreign readers.

It presents analysis of most basic issues in current U.S. education as well as fair statements of purposes, achievements and future prospects. The senior editor is from Columbia Univ. Teachers College, N.Y.; Volpicelli is from the University of Rome. They provide a balanced perspective for an objective overview of U.S. education written especially for the layman or beginning student.

1081 BRUNNER, E. de S. and E. Hsin Pao YANG Rural America and the Extension Service A History and Critique of the Cooperative Agricultural and Home Economics Extension Service Columbia Univ. Teachers College Bureau of Publications New York 1949 210 pp $3

"A clear and well-presented description of the U.S. Extension Service, the rural adult education agency which aims at helping rural families to 'help themselves by applying science, whether physical or social, to the daily routines of farming, homemaking, and family and community living.' Sections are devoted to the organization of the activities of the Service at the Federal, State, and local levels, to the relationship between extension and research activities, and to the kind of work done and the methods of extension teaching." (ILR Mar 1950, p 334)

1082 CANADA Bur. of Stat. Organisation and Administration of Public Schools in Canada Queens Printer Ottawa 1960 232 pp (paper)

A general overview of Canada's current educational structure, followed by separate detailed chapters about each provincial system. Operationally, Canada has 10 separate educational systems, with a separate ministry in each province. Newfoundland is still a denominational system. Quebec has a dual system, majority of which is denominational; other provinces have single public school systems but provide varying amounts of aid, supervision and control for separate denominational schools. Other patterns and general trends reflect both traditional British and neighboring U.S. influences.

1083 CANADA DEPT. OF LABOR Econ. & Research Branch Skilled and Professional Manpower in Canada, 1945-1965 Royal Commission on Canada's Economic Prospects Ottawa 1957 106 pp

This excellent report stresses the importance of education and training in modern economies and calls attention to the constant changes characteristic of modern society and the consequent necessity for broad training and background in addition to specific skills.

1084 CARNEGIE CORPORATION OF NEW YORK Annual Report New York 1960 107 pp

The first section "From High School to Job" is an excellent statement of the need for high school authorities to assume the responsibility of counseling and guiding youngsters until age 21 into one of the many non-school programs as well as school programs appropriate to their abilities, or into the most promising job opportunity. Decries the exaggerated prestige attaching to the four year college which tends to discount the many other worthwhile means of education. Subsequent sections describe the grants made during the year in the fields of education and public affairs which are the main concern of the Corporation.

1085 CHASE, F.S. and H.A. ANDERSON (eds.) The High School in a New Era National Conference on the American High School 1958 Univ. of Chicago Press Chicago 1958 465 pp

An analysis by thirty-eight outstanding U.S. scholars of new demands to which the American high school must respond in the second half of this century of technological revolution. Papers presented are divided into seven sections ranging from historical perspective (Commager, Conant, etc.) through new technological developments and emerging value patterns (Waterman, Getzels, etc.) to current innovations in schools and specific suggestions for further innovations (Trump, Quillen, Stone, etc.). The conference was intended to provide perspective for the "great debate on quality" in U.S. schools.

1086 CLARK, H. and Harold S. SLOAN Classrooms in the Factories An account of educational activities conducted by American industry Fairleigh Dickinson Univ. Rutherford, New Jersey 1958 139 pp

"This report has to do with the educational activities carried on by leading corporations in American industry. By 'education' is here meant a definite program in which knowledge or skills are taught according to some predetermined plan, with periodic group meetings, required assignments and examinations, or some comparable means of judging achievement. All educational programs considered involve formal procedures of this kind. However, they may incorporate informal methods as well, such, for example, as coaching, counseling, field observations, and on-the-job training, the relative weight assigned to formal and informal methods depending upon differing circumstances and policies."

1087 COOPER, R.N. "Economics and Educational Value"
Summary of Proceedings R. of Econ. & Statistics
Supplement Aug 1960 pp 166-72

This discussion of papers presented by eight participants of the Seminar on the Economics of Higher Education ranged wide over the U.S. educational horizon, covering economic returns to higher education, education policy of institutions and educational values.

1088 CREMIN, L.A. The Transformation of the School - Progressivism in American Education, 1876-1957 Knopf New York 1961 387 pp

A history of the progressive movement in U.S. education, traced to an origin in general post-Civil War reform. Progressivism in education is related to progressivism in politics and social thought. Reaching a peak in the 1920's and 1930's, Progressive Education reflected general patterns of intellectual development in the U S Although officially "dead" as an acceptable identifying label, P.E. left a permanent legacy which has become integral in U.S. education.

1089 DALY, F.M. "Education of Mentally Retarded Minors in Public Schools of California" California State Dept of Education Bulletin Vol 28, No 8 (Oct 1959)
71 pp

A description of policies and programs for providing education to children who are unable to participate in regular school programs. California is representative of practices found among the better state educational systems of the United States.

1090 DAVID, Henry (ed.) Education and Manpower for Nat. Manpower Council Columbia Univ. Press New York
1960 326 pp

A selection of writings from four of the seven volumes previously published by the NMG in the U.S. and from the many papers published by members of its staff. The two chapters included in the first part present a general view of the problems of education and manpower in the U.S. drawing attention to the current shortages of qualified manpower and the relationship of the education system to economic production. Part II contains six chapters dealing with the role of secondary education in meeting manpower needs, and in particular with preparation for work, the development of skills and training of women. Sections are also devoted to the changing role of secondary education, issues in vocational education and types of vocational schools. Vocational guidance is the subject of the two chapters in Part III. Here the various aspects of guidance and counseling are covered and some recommendations are made on how best to use such services in developing and maintaining the skills of the work force. In the last part, dealing with higher education, four chapters focus attention on the need to increase the supply of college and university graduates so as to meet the growing demand for scientific and professional personnel. (ILR Feb 1961, p 208)

1091 ELSBREE, W.I. and Edmund E. REUTTER, Jr. Staff Personnel in the Public Schools Prentice-Hall Englewood Cliffs, New Jersey 1954 438 pp

Written by two well-known authorities in the field of public school administration, this book covers in detail such vital and important topics as: Salaries and Salary Scheduling, Teacher Selection and Certification, Assignment Load and Transfer, In-Service Education, Academic Freedom, and Staff Morale.

1092 FRIEDMAN, Milton "The Role of Government in Education" Economics and the Public Interest edited by R.E. Solo Rutgers Univ. Press New Brunswick, New Jersey 1955 pp 123-44

"Education is today largely paid for and almost entirely administered by governmental bodies or non-profit institutions. This situation has developed gradually (but) the result has been an indiscriminate extension of governmental responsibility .... The lack of balance in governmental activity reflects primarily the failure to separate sharply the question what activities it is appropriate for government to finance from the question what activities it is appropriate for government to administer -- a distinction that is important in other areas of government activity as well." This paper distinguishes between the financing of education and the operation of educational institutions. It "centers attention on the person rather than the institution." The author suggests that "governments could require a minimum level of education which they could finance by giving parents vouchers redeemable for a specified maximum sum per child per year if spent on 'approved' educational services. Parents would then be free to spend this sum and any additional sum on purchasing educational services from an 'approved' institution of their own choice. The educational services could be rendered by private enterprises operated for profit, or by non-profit institutions of various kinds. The role of the government would be limited to assuring that the schools met certain minimum standards .... Government would serve its proper function of improving the operation of the invisible hand without substituting the dead hand of bureaucracy."

1093 GINSBERG, Eli (ed.) The Nation's Children in three vols. Columbia Univ. Press New York 1960 $13.50 per set

The Golden Anniversary White House Conference on Children and

Youth held in 1960 was the 6th in a decennial series of conferences dedicated to the well-being of children in America. The essays in these three volumes explore thoroughly all aspects of the conference theme, "To promote opportunities for children and youth to realize their full potential for a creative life in freedom and dignity." The first volume, *The Family and Social Change*, describes important changes affecting today's American children. In the second volume, *Development and Education*, the authors analyze the gap between our aspirations for our children and our actual accomplishments in their behalf. In the final volume, *Problems and Prospects*, many of the most critical questions facing American society today are discussed with clarity and perception. Taken as a whole, these three volumes present a mirror of society in the United States today, with primary emphasis on children. The discerning reader will find here an expert analysis of the range of problems confronting not only the child but the entire human commonwealth.

1094 HABER, William et al. (eds.) *Manpower in the United States: Problems and Policies* Industrial Relations Research Assn. Harper & Bros New York 1954 225 pp

This collection of essays by twenty authors is divided into (1) Utilization and Motivation of Workers (2) Changing dimensions of the Work Force, and (3) Manpower Mobilization. Notable is Daniel Bell's opening essay which is an historical view of work in the life of an American and should raise the question in the minds of planners in newly developing areas as to just what portion of the cycle should - or must - be repeated. Particularly interesting is his observation that the huge assembly line plant is an archaic hangover from the era of steam power and that the advent of the much more flexible electrically powered machinery makes it possible to bring the work to the worker (or small groups of workers), rather than obliging hundreds of workers to converge upon huge plants, spending hours each week "commuting" and shifting huge human costs and physical costs of roads, etc. on to the worker-taxpayer.

1095 HARRIS, Seymour E. "Economics of Higher Education" *Amer. Econ.R* Vol XLIII, No 3 (June 1953) pp 344-57

This extensive review examines a study which Mr Harris feels is the most important in its field to date and comments on an earlier study: COMM. ON HIGHER EDUCATION *Financing Higher Education in the U.S.* Report plus ten research volumes and a staff report by John D. Millett, executive director (referred to as the IHL) and PRESIDENT'S COMM. ON HIGHER EDUCATION *Higher Education for American Democracy* Washington, D.C. 1947 (referred to as PC). He concludes that U.S. institutions of higher education "are in need of additional resources.

The case for increased income rests on the failure to improve the quality of higher education in proportion to the over-all rise of material resources and standard of living; on the large relative deterioration of the economic status of the faculty; on the need of not relying excessively on tuition paid during school years; on the effects of higher taxation, inflation, lower yield on capital, and the rise of enrollment on the contribution of endowment and gift income per student. The crucial issue is where to obtain additional resources. Whereas the Commission, fearing the federal government, urges greater dependence upon business and continued high tuition from students, the PC, impressed by the relation of economic resources to attendance at IHL and sympathetic to the extension of government aid, would rely on the federal government primarily and the state government secondarily. The difference of approach rests partly on the fact that the Commission weighs more heavily than the PC the non-economic factors accounting for non-attendace at IHL, and also is more disposed to deny entry to IHL to those who might only depress standards. Those who are fearful of interference by both government and business, may find my suggestions for financing higher education congenial. This proposal would require the student to pay the entire cost of his education over his college and working life."

1096 HARRIS, Seymour E. (ed.) Higher Education in the U.S.: The Economic Problems Harvard Univ. Press Cambridge, Mass. 1960 242 pp

HARRIS, S.E., R. COOPER, R.H. GREEN "Higher Education in the United States: The Economic Problems" Review of Economics & Statistics Aug 1960 No 3 p 1

A symposium of papers given at the Seminar on Higher Education in 1958-59 by specialists in the fields of economics as related to education, including one by B.F. Skinner on the use of teaching machines. Two sections are of particular interest: Experiment in Higher Education: Education and Economic Issues, and Economics and Educational Values. The former discusses the aims of liberal arts colleges, independent study plans, junior colleges, and various experimental programs such as the Dartmouth Plan and the Hofstra Experiment. The following section discusses higher education and economic status, colleges which have work-study programs, and the problem of what students should study.

1097 HARRIS, Seymour E. More Resources for Education John Dewey Society Annual Lecture Chicago 1960 Harper & Bros New York 1960 83 pp $2.95

Author estimates that expenditures for education will have to rise from 3.85% of GNP today to 5.10% in 1970. In addition, the productivity of the education industry will have to rise.

Teachers' salaries will have to be raised in order to attract the necessary personnel. The federal government will probably have to help finance education in most states. The saving made possible by district consolidation is estimated at only $1500 million, a drop in the bucket for an expenditure figure of $25 billion in 1990. ".... advocacy of federal financial support for education seems powerfully supported by the general tendency, during the past generation, for most lucrative sources of revenue to be pre-empted by the federal government while revenue for schooling in a dramatic period of growth has remained dependent on an ever more inadequate local and state tax basis."

1098 HEWES, Amy "Workers' Education in the United States" Intl Labour R. Vol LXXVI, No 5 (Nov 1957) pp 423-45

The author traces the history of workers' education in the United States. She shows how, though the movement was stimulated during the Great Depression by the Federal Emergency Relief Administration, it has "continued to gain ground mainly under the auspices of the labour organizations, but to an increasing degree on the initiative of university and other educational circles and with the active cooperation and support of federal and state authorities and public and private institutions."

1099 JAMES, H.T. School Revenue Systems in Five States
Report of a Pilot Study Cooperative Research Project
No 803, U.S. Off. of Education Stanford Univ.
Stanford, Calif. 1961 143 pp (paper)

A comparative analytical study of the allocation of resources within five state educational systems by means of tests of hypotheses concerning "equality" and "adaptability" as defined criteria. The study places public school finance in the general domain of public finance rather than as a separate sector. Categorizing public wants as "social preferences" and "merit preferences," James casts doubt upon the generally assumed placement of public education in the former category. "Introduction and Summary" pp 1-18 defines terms and provides general overview. A second study of determinants of educational expenditures in ten states will soon appear. It will report one of the first successful efforts to relate socio-economic inputs to outputs of the educational system by multiple regression analysis.

1100 KEEZER, Dexter M. Financing Higher Education 1960-70
Fiftieth Anniversary Study of the Economics of
Education in the U.S. McGraw-Hill 1959 304 pp $3.50

Twelve papers, largely by educators, on the costs of higher education with emphasis on changing functions and needs, the sources of funds, the supply of teachers, and the problems of financial management.

1101 KOERNER, James D. "How Not to Teach Teachers" The Atlantic Vol 211, No 2 (Feb 1963) pp 59-63

The author, president of the Council for Basic Education, who has recently completed a two-year study of teacher education when he visited 63 teacher training institutions, states unequivocally that "the simple fact remains that the education of American teachers, school administrators, and other professionals is more often a failure than a success." He then proceeds to give his reasons for this conclusion and states that "the great obstacle to reform is the field of education itself .... Teacher training is a major industry." He feels that the most obvious and needed reform would be the requirement of qualifying examinations for all teaching positions but since the chances of this are nil, he lists eight "practical, concrete reforms that could be made now within the existing establishment .... The key question is whether improvement (under these reforms) can keep up with the problem of exploding enrollments, the advancement of knowledge itself and the other educational exigencies of the nation. In any event, continued improvement in teacher education, slow or fast, will come only in response to unrelenting pressure from the public, the scholarly and scientific community, and the small minority of educationists who know better than anyone else what is wrong and who want to change it."

1102 LIEBERMAN, Myron The Future of Public Education Univ. of Chicago Press Chicago, Ill. 1960 294 pp $5

The author attacks the broad framework of the U.S. educational system and especially its anachronistic and dysfunctional power structure" which he observes was laid in our agrarian past when local control and untrained teachers were acceptable. He believes the nation as a whole must assume the major responsibility for the support and direction of public education.

1103 McCLUSKEY, Neil Public Schools and Moral Education The Influence of Horace Mann, William Torrey Harris and John Dewey Columbia Univ. Press New York 1960 315 pp $6

An analysis of the ideas of Mann, Harris, and Dewey on the problem of teaching ethical values in the public schools. The author, an editor of America, considers the efforts made by the public schools and the current trend toward sending children to private and parochial schools.

1104 MILLER, Carroll H. Foundations of Guidance Harper New York 1961 464 pp $6

A history of the development of guidance in the U.S. at the secondary level. The author also deals with some of the current problems in educational and vocational guidance and indicates ways to eliminate the problems. The role of guidance pictured against the continually changing cultural setting is now seen as helping to meet the nation's manpower requirements. This is a shift away from the previous role of assisting the individual to adjust to life.

1105 MORRILL, James L. The Ongoing State University Univ. of Minn. Press Minneapolis 1962 147 pp $3.50

Dr. Morrill traces the history and development of the land-grant idea. He discusses the role of the state university and its unique achievements in America. He explains the service functions of a state-supported university as exemplified at the University of Minnesota.

1106 NATIONAL EDUCATION ASSOCIATION Handbook on Rural Education (451-13642) Washington, D.C. 1961 168 pp $2

A comprehensive treatment of data on public schools and related economic and social factors in rural areas of the United States.

1107 NATIONAL SCIENCE FOUNDATION Scientific Manpower - 1961 Cat. No. NS 1.14:961 Gov't Printing Off. Washington, D.C. 1962 30 pp 25¢

Reviews events relating to scientific and technical manpower and presents five papers considered of particular interest to 1961 developments. Four of the papers describe recent developments in scientific manpower data programs, and the fifth paper examines various relationships between science and engineering manpower.

1108 NATIONAL SCIENCE FOUNDATION Statistical Handbook of Science Education NSF 60-13, U.S. Govt Printing Off. Washington, D.C. 1960 94 pp 55¢

A compilation of pertinent statistical material on the education and training of scientists and engineers in the U.S. set in the broader context of the general education statistics. Part I deals with the numbers of students at all levels of the educational system. Part II with the numbers and costs of educational institutions.

1109 NATIONAL SOCIETY FOR THE STUDY OF EDUCATION Education in Rural Communities N.B. Henry (ed.) 51st Yearbook, Part II Univ. of Chicago Press Chicago 1952 359 pp

"For those now working in rural areas, the yearbook aims: (a) to suggest patterns of education oriented to rural life; (b) to describe trends and forces in rural life that may influence education; (c) to show how certain communities have achieved results through methods which may be adopted by other rural communities; (d) to recognize difficulties which may prevent promising programs from fulfilling their expectations."

1110 O'NEILL, I. M. "How Business Helps Finance Employee Education" Canadian Business May 1962 pp 86-8

"Here are survey results on a key question: financial aid by companies to employees for technical and academic courses. What is being done? What is being accomplished? Where is the money going and why?"

1111 RIVLIN, Alice M. The Role of the Federal Government in Financing Higher Education Brookings Inst. Washington, D.C. 1961 175 pp $2

This volume reviews the history of federal aid to higher education from 1787 to the beginnings of the 1960's. It discusses aid to the land-grant colleges, the educational benefits to veterans of World War II and Korea, federal support of university research, the provision of government funds for campus buildings, the National Defense Education Act of 1958, and many other federal programs which affect higher education. The book concludes with a discussion of the arguments for and against increased federal aid to higher education and a consideration of the alternative forms such aid might take. Should the aid go to students or to colleges and universities? How should the students or the institutions be chosen? Should the aid be in loans or grants? Many questions are raised and discussed.

1112 TOWNSEND, Edward "More Education, More Pay" Challenge Vol 11, No 1 (Oct 1962) pp 26-8

"Today a million young people, 25 and under, are out of school and out of work. Many of these young people are unemployed because they do not have the educational background and training necessary to fit them into today's labor force. After surveying the rising educational standards of industries all over the nation (U.S.), the author, Labor Editor of "Business Week", concludes that most companies hire only high school graduates, even to fill the most menial jobs."

1113 US DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ. Accreditation in Higher Education Cat. No. FS 5.2:Ac2/2 Gov't Printing Off. Washington, D.C. 1959 247 pp $1.50

Prepared in an effort to gather the widely scattered available information, to deal with the newer trends and developments in accreditation, and to satisfy the urgent need for a modern reference source on accreditation. Provides laymen and educators with the principal facts about the nature, purposes, and processes of accreditation as applied to higher education in the United States.

1114 US DEPT. OF HEALTH, EDUCATION & WELFARE Apprenticeship Past and Present Cat. No. L 23.2:Ap 6/19/962 Gov't Printing Off. Washington, D.C. 1962 31 pp 20¢

Describes the development of apprenticeship procedures and systems since colonial days, contrasting the antiquated methods of the past with those adopted today by employers and labor throughout American industry. Cited for comparison with present-day apprenticeship agreements are apprentice indentures dated 1640, 1833, 1869, and 1883.

1115 U S DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ. Digest of Educational Statistics Cat. No L 2.3:1297 Gov't Printing Off. Washington, D.C. 1962 155 pp $1

A compilation of the more significant statistical material available in the Office of Education on the American educational system, this digest contains information on a variety of subjects within the broad field of educational statistics, including schools, enrollments, teachers, graduates, educational attainment, finances, and Federal programs in the field of education.

1116 US DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ. Education in the United States of America Cat. No. FS 5.210:10006 Gov't Printing Off. Washington, D.C. 1960 134 pp 50¢

Designed to give a broad view of education in this country, this publication includes a discussion on our system of education, and information on elementary and secondary education, vocational, higher and adult education, research in education, international education, and other pertinent topics.

1117 US DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ. Implications for Elementary Education Cat. No. FS 5.220:20033 Gov't Printing Off. Washington, D.C. 1961 42 pp 25¢

Report of a small but significant follow-up conference on the

1960 White House Conference on Children and Youth, sponsored by the O.E. to allow the staff to consider suggestions which apply directly or indirectly to elementary education in the U.S.

1118 US DEPT. OF HEALTH, EDUCATION & WELFARE Reporter: Clearinghouse of Studies on Higher Education Cat. No. FS5.250:50004-4 Gov't Printing Off. Washington, D.C. 1962 40 pp 30¢

Lists and annotates current studies received by the Clearinghouse. These include surveys, reports of experiments and experimental programs, and other investigations of problems in higher education conducted by the colleges and universities or by other agencies of higher education.

1119 US DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ. Schools in Our Democracy Cat. No. FS 5.2:Sch 65/15 Gov't Printing Off. Washington, D.C. 1960 28 pp 15¢

This discussion guide presents the five basic issues in American education. Topics include: Should our schools teach character education? Why a school for all? American versus European schools. Should we have national standards for education in the U.S.? How good are our school leaders? What are the present and future needs of our schools?

1120 U.S. DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ. Technological Advances and Skilled Manpower Implications for Trade and Industrial Education An Annotated Selected Bibliography Misc. 3509 U.S. Gov't Printing Off. Washington, D.C. 1956 67 pp 45¢

This work examines particularly automation and its implications for education. It was "prepared primarily for the trade and industrial educators, industrial training supervisors, and teacher trainers. It should also be helpful to general educators, school administrators, and others who wish to familiarize themselves with the meaning and concept of technological changes as they affect the planning of present and future education and training programs to meet skilled manpower requirements."

1121 US DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ. Ten Year Aims in Education Staffing and Constructing Public Elementary and Secondary Schools Washington, D.C. Jan 1961 87 pp (mimeo)

This is a projection of data related to meeting what are identified as the "two outstanding needs" of U.S. education: Competent Teachers and Adequate Physical Facilities for the period 1959-1969. Chapter I, "School Staffing", deals with teachers' salaries and teacher education; Chapter II, "School Construction", estimates needed classrooms and finances to provide them. Appended are data sources and assumptions underlying computation techniques.

1122 US DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ.
Trends in Financing Public Education, 1929-30 to 1959-60
Cat. No. FS 5.222:22015 Gov't Printing Off. Washington,
D.C. 1961 136 pp $1

This bulletin is designed to provide a perspective on development in the financing of public education in the United States. Historical data giving dollar amounts and other items indicating the size of educational operations are reported by years to show the trends in selected facts about school finance.

1123 U S DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ.
Vocational-Technical Education for American Industry by
L. A. Emerson Circular No 530 Gov't Printing Off.
Washington, D.C. 1958 25 pp 25¢

"The purpose of this bulletin is to help clarify understanding of vocational-technical occupations, to portray the development and present status of institutions concerned with education in this field, and to provide lists of pertinent references classified under appropriate headings. The content of the bulletin is limited to the field of vocational-technical education for American industry; it does not deal with education for the large numbers of vocational-technical occupations found in agriculture, business, health, and medical services, and other fields."

1124 US DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ.
What High School Pupils Study a National Survey of the
Scholastic Performance of Pupils of Various Abilities
Cat. No. FS 5.233:33025 Gov't Printing Off. Washington,
D.C. 1962 146 pp 60¢

Includes national percentages and concerns itself with all areas of study for which credit toward graduation was received. Covers the following data in terms of school size: pupil ability, class rank, and sex: average credits per pupil in specific subject matter areas; average graduation credits per pupil; percentage of pupils receiving various amounts of credit in selected subject matter areas; overall program patterns of pupils; types of curriculums; and education beyond the highschool.

1125 U.S. DEPT. OF LABOR Manpower, Challenge of the 1960s
Cat. No L 1.2:M 31/4 Gov't. Printing Off. Washington, D.C.
1960 24 pp 25¢

Major changes in our population and labor force are expected to take place between 1960 and 1970. This brief presentation charts goals for this period showing the population and labor force growth; changes in kinds of workers needed; the need for increased education; changing ratios of young, middle-aged, and older workers; decrease in number of farm workers; increase in number of part-time workers; changing ratios of men and women workers; and other data of similar interest and importance.

1126 WEINBERG, Alvin M. "The Federal Laboratories and Science Education" Science Vol 136, No 3510 (Apr 1962) pp 27-30

The author agrees that the U.S. is suffering from a shortage of highly trained scientists and engineers. He argues that "Big Science", by weaving itself intimately into the fabric of education, can help alleviate the man-power shortage which it has created. The specific proposal is that competent scientists currently doing only research work in federal laboratories be allowed or encouraged to spend part of their time teaching. The article concludes with a number of suggestions for achieving this end.

OCEANIA

See also Entries 45,259,443,571,611.

1127 BEAGLEHOLE, Ernest "The Maori in New Zealand" A Case Study of Socio-Economic Integration Intl Labour R. Vol LXXVI, No 2 (Aug 1957) pp 103-23

This study gives a brief history and a good picture of the Maori and their position in New Zealand. Its emphasis is upon the legislation introduced in recent years which has been designed to facilitate integration, at the rate judged most suitable by the Maori themselves, while affording them a basic minimum of protection.

1128 DERRICK, R.A. Vocational Training in the South Pacific
for the South Pacific Comm. Oxford Univ. Press
London 1952 266 pp 30/ (Australian)

The report of the Director of Technical Training to the Government of Fiji on the existing facilities for professional and technical training in the South Pacific, and recommendations for their development. The establishment of a centralized vocational training institution and of subregional centers to serve the territories of the region is recommended. This structure is "designed to provide within the South Pacific region a complete pattern of training from primary to university stages ..."

1129 GIBSON, R.E. "A Program of Cross-Cultural Education" Educational Leadership Vol 16 (Apr 1959) pp 409-14

The Director of Education of a little-known, highly diverse cultural area describes the U.S.-sponsored educational program among Micronesian islanders. This, he says, has become a "mutual learning activity" among the nine different language groups represented and U.S. technical assistants and admnistrators.

1130 MANDER, Linden A. Some Dependent Peoples of the South Pacific Macmillan New York 1954 535 pp $6.75

The subject of this book is the development of apparatus and institutions, programs and policies, through which the colonial governments aid, educate, and rule their native charges. Eight case histories are presented. The bulk of the descriptive material consists of a chronicle of the major innovations, adaptations, policies and programs of the respective colonial administrations. Problems of land ownership and usage, "indirect rule", education and health, missionary enterprise, and native political movements are traced in each area from their earliest appearance to the post-war period.

1131 SOUTH PACIFIC COMMISSION Education Seminar for the South Pacific - Report and Recommendations Tech. Paper No 133 Noumea, New Caledonia Dec 1960 18 pp (magazine format)

The formal report dealt with types and levels of education; training of teachers; language teaching methods; budget problems in underdeveloped countries; agricultural education. Twenty-two technical papers concerning educational problems and strategies among non-literate societies were prepared for the conference and are summarized and listed by title on p. 16 with addresses. Available in French or English.

1132 SOUTH PACIFIC COMMISSION Social Science Research in Pacific Islands Tech. Paper No 127 Sept 1959 70 pp; Tech. Paper No 135 June 1961 49 pp Noumea, New Caledonia (paper, mimeo)

Both publications are brief summaries of field research current or recently completed at the time of publication. Organization is alphabetical by researcher's name. Indexed by subject, i.e., "Acculturation, Administration ... Urbanization, Women," and by location of research.

1133 WEDGWOOD, C.H. Education in Pacific Islands - A Selective Bibliography Tech. Paper No 99 South Pacific Commission Noumea, New Caledonia 1956 80 pp (mimeo)

References to most official and much unofficial published material on education policy programs and achievements since 1920 in territories and colonies of the Pacific. Includes all areas under control of a "metropolitan" government - New Guinea to Pitcairn Islands. Administering governments are U.S., France, Netherlands, New Zealand, and Australia.

1134 WEST, F. J. "Indigenous Labour in Papua-New Guinea" Intl Labour R. Vol LXXVII, No 2 (Feb 1958) pp 89-112

"Mr. West, after rapidly reviewing the labour policy applied for many years by the Government of Australia in Papua and the Trust Territory of New Guinea, examines in detail the scheme introduced in 1949 for the recruitment of indigenous labour in the central highlands of New Guinea and shows how the government has set about tackling the health, social and labour problems involved in the first contacts with modern economic life of a population that had, until a little more than twenty years ago, been cut off from all outside influence."

USSR

1135 ANDERSON, C. Arnold "Educational Dilemmas in the USSR" School Review Spring 1959 pp 26-44

"The contrasts and similarities in Soviet and American education reflect dilemmas that face all Western nations. The likenesses in the educational systems of the two nations show the influence of their surging industrialization within wide boundaries, a pragmatic orientation of education, and the Soviet imitation of our schools ... The Soviet system, like ours, is spotty. For example, their rural schools are inferior to urban ones. Most children receive far less than the advertised amount of schooling, and most of them follow a narrow curriculum. At the same time, the Soviet Union, like the U.S. has some of the best schools in the world. There, as here, schools vary in types of training, quantity of training, and quality of instruction offered." Regardless of the field chosen (or assigned) training in technologies is narrow. However, "we must acknowledge that much of what we call college work is studied in secondary schools in the Soviet Union. Half of the Soviet university students are women, in contrast to a third in the

U.S. ... The most important selective factors have been these: inverse social class selection in earlier years; equivocation on the intellectual-elite principle; extreme differences in availability of schooling from locality to locality; cost of secondary and higher education; favoritism for some children." Perhaps we need to reassess our own values and consider more carefully those which we, as well as the Soviet Union, have neglected.

1136 ANSTETT, Marcel La Formation de la Main-d'Oeuvre Qualifiée en Union Soviétique de 1917 à 1954 Bibliothèque générale d'Economie Politique Librairie Marcel Rivière Paris 1958 254 pp 800 francs

The work deals with the training of the industrial labour force(excluding other branches and forms of economic activity) up to the standard of skilled workers (that is excluding secondary and higher technical instruction). Its six parts are as follows: Before 1917, 1917-1929 (the restoration of the economy), 1929-1939 (the socialist reconstruction of the economy), 1940 (the creation of labour reserves), 1941-1945 (the war) and 1945-1954 (the post-war period). In each part the first chapter deals with "external factors" relating to the period under consideration, whilst the following chapters describe the various forms of vocational training during this period or else examine special characteristics of the prevailing systems. (ILR Feb 1959, p 216)

1137 BEREDAY, G.Z.F., W.W. BRICKMAN and G.H. READ (eds.) The Changing Soviet School for the Comparative Education Society Houghton-Mifflin Co. Boston 1960 448 pp

Although primarily an examination of primary and secondary education this record of the observations made by some 70 American educators who spent one month in the Soviet Union in August and September of 1958, stresses the basis of the system - the creation of the New Soviet Man.

1138 DEWITT, N. "Basic Comparative Data on Soviet and American Education" Comparative Education Review Vol 2, No 4 (June 1958) pp 9-11

An excellent statistical summary and comparison of the USA and the USSR done in parallel columns. The number of graduates in particular fields is compared. Especially significant is the estimated mean number of years of formal schooling completed per capita: USA - 11; USSR - 4. Notable by its absence is a comparison of per capita income and educational level.

1139 DEWITT, Nicholas Education and Professional Employment in the USSR for National Science Foundation U.S. Gov't Printing Off. Washington, D.C. 1961 856 pp $5.50

An exhaustive examination of total Soviet education from preschool to research training and advanced degrees, illustrating the close integration of education and manpower policies with the single goal of maximizing Soviet economic and political power. Premium is upon technical specialist rather than generalist. "In Soviet higher education, the development of professional competence and technical rationality is divorced, perhaps quite deliberately, from the acquisition of broad humanistic values, a fact which makes the Soviet professional a tool, witting or unwitting, in serving the aims of the Communist regime ... (It) succeeds in developing the human mind to the point of high competence in many areas, but deprives it of its potential to exercise independent and creative thought in the sphere of social values. The social aims and political goals were, and continue to be, shaped by Soviet rulers, who are Communist strategists first and technical specialists second."

Total planning, allocation of funds, and manipulation of the system is done by central political staff. This has led to spectacular quantitative gains in professional education over the past three decades and recent reforms (1957-59) promise to accelerate even further the development of scientific and technical manpower at the expense of humanistic education. The appendix contains charts, tables, graphs, and directories in wide detail covering all factors implied in the title.

1140 FEDEROVA, O.F. (ed.) School and Labour Leningrad 1957 203 pp 2.15 rubles

This collection "brings together articles regarding the introduction of craft instruction at the secondary school level ... and also regarding the establishment of conditions conducive to a close relationship between teaching and productive labour. Examples are given of how instruction in mathematics, physics, chemistry and draughtsmanship at secondary schools may be tied in with the work of pupils in the factory. The authors also describe experience in the organization of practical training work ... and of study circles and teaching workshops." (ILR June 1958, p 590)

1141 GALKIN, K. The Training of Scientists in the Soviet Union translated by A. Shkarovsky Foreign Languages Pub. House Moscow 1959 204 pp

After a description of the condition, standards of higher education, and scientist training in Russia before the revolution of

1917, this book examines the basic aspects of the reorganization of the institutions of higher learning and the rise and development of the new system for training and certifying scientists under Communism. It stresses the results achieved and the rearing of a new socialist intelligentsia; the development of higher education for women; and contacts with scientists abroad. It also prints the text of the 1958 law establishing closer links between school and life in the USSR. Written entirely from the viewpoint of a Communist, it extolls the advantages of and great strides in education enjoyed by the citizens of the USSR.

1142 KOROL, Alexander G. Soviet Education for Science and Technology John Wiley & Sons New York 1957 480 pp

"In this book my aim has been twofold: to present a general outline of the entire educational system of the Soviet Union from elementary through graduate school and selectively to illustrate in some detail Soviet training in physics and mechanical engineering.... I have attempted also to indicate some of the major trends which seem likely to influence Soviet educational efforts in the years immediately ahead." "While not minimizing the seriousness of the threat of Soviet accomplishments in training people to serve Soviet ends, (the author) makes it clear that our concept of the functions of education in a democracy is and should be very different from theirs, and that we would do ourselves a great disservice by accepting the criteria they apply."

1143 *KOSTIN, Leonid* "Organization of Workers' Education in the Soviet Union" Intl Labour R. Vol LXXIX, No 2 (Feb 1959) pp 158-72

"The profound economic, political, social and cultural changes that have taken place in Russia in the last forty years have been brought about to a great extent through the campaign waged in the USSR first to eliminate illiteracy and subsequently to raise prevailing levels of general and technical education. An important aspect of this campaign has been the provision of a variety of facilities for adults who wish to widen their general culture and improve their standard of technical knowledge." Among the facilities offered workers today are higher education by correspondence and trade union education which deals not only with trade unionism but also with economics, history, and cultural instruction.

1144 US DEPT. OF HEALTH, EDUCATION & WELFARE Bibliography of Published Materials on Russian and Soviet Education - A Research and Reference Tool Studies in Comparative Education Washington, D.C. Feb. 1960 70 pp

Lists works available in English on education in the Soviet Union.

1145 U S DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ.
Education in the U.S.S.R. Gov't Printing Off. Washington, D.C.
1957 (reprinted in 1960) 226 pp $1.25

Describes the organization, curriculum, methods and policies of the Soviet education system, including the various levels of education, auxiliary schools, extracurricular activities, vocational training, semi-professional training, and the teaching profession.

1146 US DEPT. OF HEALTH, EDUCATION & WELFARE Soviet Commitment to Education Bull. No 16 Gov't Printing Off.
Washington, D.C. 1959 135 pp 70¢

Report on the first official U.S. education Mission to the USSR, with an analysis of Russian education and trends. Covers the administrative system of Soviet education, nurseries, kindergartens, schools of general education, teacher education, higher education, extra-school activities, education for the arts, and preparation of workers.

1147 US DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ.
Soviet Education Programs by W.K. Medlin, C.B. Lundquist and M.L. Schmidt Gov't Printing Off. Washington,
D.C. 1960 281 pp $1.25

An analysis of the teaching methods, the general facilities and student performances in the USSR school system.

1148 VOLPICELLI, Luigi L'Evolution de la Pédagogie Soviétique
Actualités pédagogiques et psychologiques Published under the Auspices of the Institute of Sciences and Education of the Univ. of Geneva, Neuchâtel Delachaux et Niestlé, S.A.
Paris 1954 235 pp

"This is the French edition of a critical analysis of the history of Soviet education from the Revolution until 1954... It is a lively picture of the manifold researches, experiments, hopes and ambitions that accompanied the Soviet attempt to break new ground in education... The author describes the impressive vocational training facilities now available, and explains how they grew out of the factory schools, which were then taken over by the unified school system and its vocational training branches. He also gives an account of scientific and university education. A special chapter is devoted to state care for vagabond children... The impression left by this work is of a gigantic effort on the part of Soviet Russia to provide general education and vocational training for the masses on a lavish scale." (ILR Aug-Sept 1955, p 209)

1149 VUCINICH, A. Soviet Economic Institutions Stanford Univ. Press Stanford, Calif. 1952 150 pp (paper)

"The primary production units (of the USSR) are the workshops in which the design of the new society is translated into living forms and in which social planning is subjected to concrete tests." This study of the social structure of primary production units -- the factory, the state farm, the collective farm and the urban producer's cooperative -- seeks to explain how the holders of absolute power govern and remold their society according to precepts of a definite ideology. Case studies of each production unit type form the basis for sociological-psychological interpretations of value, motivation, and power structures."

1150 ZELENKO, H. "Vocational and Technical Training in the U S S R" Intl Labour R. Vol LXXX, No 6 (Dec 1959) pp 489-504

This article, by the Chairman of the State Vocational and Technical Training Comm. of the USSR Council of Ministers "describes the organization of vocational training in the USSR and the fundamental principles on which it is based. Although the majority of young skilled workers are trained in special institutions of various kinds, theoretical instruction is in all cases blended with a large proportion of practical work and students even spend many hours working under actual production conditions; this link between school and industrial life is to be further strengthened under a recently introduced educational reform. On the other hand the many semi-skilled workers trained on the job in factories or on construction sites receive the necessary minimum of theoretical instruction."

ABBREVIATIONS

AID - Agency for International Development

B - Bulletin

CCTA/CSA - Commission de Coopération Technique en Afrique au Sud du Sahara / Conseil Scientifique pour l'Afrique au Sud du Sahara

Dev. - Development

EPA - European Productivity Agency

FAO - Food and Agricultural Organization

HRAF - Human Relations Area Files, Inc.

IBE - International Bureau of Education

IBRD - International Bank for Reconstruction and Development

ICA - International Cooperation Administration

IEDES - Institut d'Etude du Dévéloppement Economique et Social de l'Université de Paris

ILO - International Labour Organization

ILR - International Labour Review

Inst. - Institution

J - Journal

OAS - Organization of American States

OECD - Organization for Economic Cooperation and Development

OEEC - Organization for European Economic Cooperation

R - Review

AUTHOR AND ORGANIZATION INDEX

Abdul-Hadi, M., 1061
Abegglen, J.G., 932
Abel, H., 404
Ackermann, J.M., 269
Adair, J., 197
Adams, D., 873
Adams, R.N., 278, 786
Adams, W., 772
Adar, L., 1075
Adelman, I., 21
Adyanthaya, N.K., 911
AFRICAN EDUCATION COMMISSION, 841, 843
African Women, 843
Agarwala, A.N., 912
Aguilar, J., 958
AID - See U.S. AID
Akrawi, M., 418, 1072
Al-Arabi, M., 1062
Albers, W., 979
Alderfer, E.G., 247
Alexander, A.P., 248
Alisbah, B., 29
Allen, G.C., 933
Allen, H.B., 634
Alley, R., 635
AMERICAN SCHOOL & UNIV., 1077
Anand, S.K., 925
Anderson, C.A., 62, 416, 1135
Anderson, H.A., 1085
Anderson, R.H., 715
Anderson, R.S., 950
Andreatta, L., 874
Annals, The, 154, 405, 766
Anstett, M., 1136
ARABIAN-AMER. OIL CO., 670
Arasteh, R., 1063, 1064
ARBEITSGEMEINSCHAFT FUR WIRTSCHAFTS- UND ARBEITSBEZIEHUNGEN, 671
Aradant, G., 94
Ardener, E., 358
Armstrong, W.E., 1078
Ashby, Sir E., 844
Asia Foundation Prog. B., 708
Aubrey, H.G., 279
Auerhan, J., 155
Aukrust, O., 95
Aumont, M., 280
Badre, A.Y., 1065
Balandier, G., 214
Baldwin, G.B., 16
Baldwin, R.E., 13
Balogh, T., 30, 636
Banfield, E.C., 193
Banfield, L., 193
Barber, W.J., 818
Barendson, R.D., 886
Barloga, F.L., 875
Barnett, H.G., 249
Bar-Yaacov, N., 305
Barzun, J., 1079
Batten, T.R., 545, 580
Bauer, P.T., 1
Beaglehole, E., 194, 1127
Beals, R.L., 767
Becker, G.S., 105, 106
Beckerman, W., 179
Beeby, C.E., 406
Behrman, J.N., 657
Belshaw, C.S., 212
Belshaw, H., 281
Belshaw, M., 31
Bendix, R., 316
Benham, F., 60
Benjamin, H.C., 163
Bennett, J.W., 359, 934, 768
Benson, C.S., 143, 360
Benton, W., 899
Bereday, G.F., 468, 544, 735, 1080, 1137
Berg, E.J., 61
Bernick, P., 672
Berrien, M.T., 886
Berry, A., 29
Berry, B.J.L., 86
Bertelsen, P.H., 546
Billerbeck, K., 282
Blackmer, D.L.M., 319
Blank, D.M., 183
Board, B., 497
Boletin de la Oficina de Planeamiento Integral de la Educacion, 1017
Bone, L.W., 1018
Booth, G.C., 1046
Bos, H.C., 441
Boulding, K., 472
Bowman, M.J., 107
Bowyer, V., 108
Bozzola, G.B., 195
Brameld, T., 407, 444, 445
Brand, W., 130, 166
Brandt, K., 361
Bray, W., 295
BRAZIL, MIN. DA EDUCACAO E CULTURA, 1019

Brembeck, C.S., 845, 913
Bressler, M., 777
Brewster, J.M., 235
Brickman, W.W., 1020, 1137
Bright, J.R., 156
Bronfenbrenner, M., 787
Brown, A.M., 658
Brown, J.D., 659
Brule, H., 525
Brunner, E. de S., 621, 1081
Buchanan, N.S., 196
Bull. of the Internat. Bur. of Education, 482
Bulletin de Liaison, 547
Bunker, R., 197
Burr, D.W.W., 875
Burtle, J., 167
Butler, J.D., 446
Buttrick, J.A., 279
Butts, F.R., 447

Cahiers Pédagogiques, 344
Cain, L.F., 846
Callaway, A.C., 638
CANADA Bur. of Stat., 1082
CANADA Dept. of Labor, 1083
Candau, M., 386
Carey, A.T., 769
Carley, V.C., 783, 867
CARNEGIE CORP. OF NEW YORK,
Carpenter, H.S., 168
Carson, A.L., 966
Carter, C.F., 250
Casagrande, J.B., 251
Caso, A., 283
Cassirer, H.R., 739
Castagno, A., 847
Castillo, I., 526
CCTA, 362
CCTA/CSA, 637
CENTER FOR PROGRAMED INSTRUCTION, Inc., 741
CENTRALNY OSRODEK METODYCZNY SZKOLNICTWA ZAWODOWEGO, 967
Chapman, D., 728
Charles, P., 236, 1066
Chase, F.S., 1085
Chen, T.H., 900, 909
CHESHIRE EDUC. COMM., 968
CHILE, MIN. DE EDUCACION PUBLICA, 102
China Quarterly, The, 901
Chiva, I., 656
Chou, K.P., 902
Chowdhry, K., 284
Christian, R.W., 742
Cimatti, L., 345
Clark, H., 1086
Clark, H.F., 144, 505
Clements, R.V., 346
Clerck, M. de, 252
Clinchy, E., 709
Cline, H.F., 1047
Coldwell, M.J., 606
Cole, A.H., 788
Cole, G.D.H., 969
Cole, R.T., 638
Collier, K.G., 448
COLOMBIA, MIN. OF EDUCATION, 1022
COLUMBIA UNIV. TEACHERS COLLEGE, 150, 229, 468, 496, 544, 735
COMM. ON EDUC. INTERCHANGE POLICY, 770
COMM. GEN. DU PLAN D'EQUIPEMENT ET DE LA PRODUCTIVITE, 971
COMM. POUR L'ETUDE DE LA RELEVE DES CADRES SCIENTIFIQUES & TECHNIQUES, 184
COMM. ON HIGHER EDUCATION, 1095
COMMONWEALTH EDUC. LIAISON COMM., 710
Community Development. Bull., 581
Connelly, J.C., 846
CONSEJO SOCIAL DE LA ORGANIZACION ESPANOLA, 970
Coombs, L.M., 285
Coombs, P., 408
Coombs, P.H., 409
Cooper, R., 1096
Cooper, R.N., 1087
Copland, Sir D., 286
Cormack, M., 449
Correa, H., 2, 63
Cotgrove, S.F., 972
Cother, T.E., 784
COUNCIL FOR INTERNAT. PROGRESS, 660
Counts, G.S., 450
Cox, R.W., 32
Cox, T.H., 1069
Creamer, D., 109
Creedy, L.A., 526
Cremin, L.A., 1088
Crossman, E.R.F.W., 673
Cumberland, C.C., 786
Cumper, G.E., 198

Dahllof, U., 502
Dale, G.A., 332
Dale, W.B., 199
Dalton, G., 64
Dalton, H., 96

Daly, F.M., 1089
Damle, Y.B., 270
Dandekar, V.M., 287
Dantwala, M.L., 914
Dart, F.E., 200
Das, P., 915
Datar, B.N., 916
David, H., 1090
Deane, P., 65
Debeauvais, M., 153, 410
De Bivort, H., 33
De Boer, H.A., 387
De Briey, P., 819, 820
Degraff, H., 271
Delaunay, P., 388
Denison, E.F., 110
Dent, H.C., 973
Derrick, R.A., 1128
Desai, N., 288
Dewey, J., 451
Dewitt, N., 1138, 1139
Dey, S.K., 876
Dhami, S.S., 639
Diez-Hochleitner, R., 1023
Dillon, W.S., 201
Donnithorne, A., 903,933
Doob, L.W., 821
Döös, S-O., 169
Doucy, A., 214
Doyle, H.C., 815
Dube, S.C., 272, 582
Ducoff, L.J., 170, 1016
Dufaure, A., 640
Dumazedier, J., 738
Dumont, R., 606
Duncan, O.D., 54, 111
Dunlop, J.T., 11
Dun's Review, 131, 674
Dustan, J., 660

Easterlin, R.A., 34
Easton, E.C., 771
Ebaugh, D.C., 1048
Eberhard, W., 892
Eckaus, R.S., 97
Econ. B. for Asia and the Far East, 289
Econ. Dev. & Cult. Change, 935
Economic Weekly, 641
Economic World, 564
Edding, F., 145, 148, 434, 440, 979
Educación, La, 411, 412, 1024, 1049
Educación, Revista de Orientación
  Pedagogica, 1049
Education Abstracts, 290, 413, 483,
  498, 499, 500, 510, 583, 584, 612,
  642, 643, 644, 809, 936, 980, 981,
  982
EDUC. FACILITIES LABORATORY, INC.,
  711, 712, 753
EDUC. PRESS ASSN. OF AMERICA, 494
Eiseley, L., 511
Elazar, M., 414
ELIEZER KAPLAN SCHOOL OF ECON. & SOC.
  SCIENCE, 291
Elkan, W., 363
Ellis, H.S., 196
Ells, W., 810
Elsbree, W.I., 1091
Elvin, L., 440, 548
Emerson, L.A., 1123
Ennabli, M., 729
Enriquez, E., 1050
EPA, 695
EPA/OEEC, 666, 754, 974, 975, 976, 977, 978
  See also OEEC and OECD
Erasmus, C.J., 202
Ethiopia Observer, 512, 848
EUROPA PUBLICATIONS, LTD., 811

Fairchild, H.W., 613
FAO, 635, 645, 647, 822
FAO & INTER-AMER. INST. OF AGRIC.
  SCIENCES, 646
Faris, R.E.L., 755
Faust, A.F., 1041
Federova, O.F., 1140
Feldman, A.S., 320
Fenley, J.M., 253, 622
Fforde, J.S., 789
Field, M.J., 203
Firth, R., 214
Fischlowitz, E., 364, 1001
Fletcher, N.D., 504
Floud, J., 416
Floud, M., 293
FORD FOUNDATION, 730
Foster, D.M., 893
Foster, G.M., 204, 389
Fourastie, J., 435
FRANCE, REP. OF,
  Commissariat au Plan, 171
  Direction de la Documentation, 823
  Min. de la Coopération, 713
Franco, J., 1002
Frank, A.G., 98
Frankel, S.H., 237
Freeman, R.A., 112

FRENCH INFO. CENTER ON FUNDAMENTAL EDUCATION, 549
Friedman, M., 1092
Friedmann, F.G., 585
Friedmann, G., 292, 452
Fromont, P., 66
Frost, R., 294
FUND FOR THE ADVANCEMENT OF EDUC., 730
Fundamental and Adult Educ., 550, 551, 565

Gagg, J.C., 513
Gaitskill, A., 3
Galbraith, J.K., 35, 132
Galenson, W., 4
Galkin, K., 1141
Gallup,G., 632
Garces, V.G., 1003, 1004
Gardner, J.W., 453
Garraty, J.A., 772
Gass, J.R., 773
Gattegno, C., 714
Gearing, F., 454
George, B., 868
Ghosh, B., 365
Gibson, R.E., 1129
Gineste, R., 756, 849
Ginsberg, E., 185, 205, 295, 296, 1093
Ginsburg, N., 86
Glaser, R., 746
Glick, P.C., 113, 114
Glick, P.M., 418
Goldschmidt, W.R., 206
Gomberg, W., 157
Good, C.V., 484
Goode, R.B., 115
Goodenough, W.H., 297
Goodlad, J.L., 715
Gorst, S., 614
Gozzer, G., 983, 984
Gray, W.S., 566
GREAT BRITAIN
    Central Advisory Council for Educ. 415
    Commonwealth Relations Off., 790, 791
    Nat. Inst. of Adult Educ., 675
Green, E.J., 743
Green, J.W., 514
Green, R.H., 1096
Greenberger, M., 76
Griffin, E., 567
Groothoff, H.H., 404
Groves, H.M., 5
Gruber, F.C., 207, 297
Gruber, R., 473
Guillemoteau, R., 354

Habakkuk, J.H., 208
Haber, W., 1094
Hadlock, A.P., 552
Hagen, E.E., 67, 209
Hagood, M.J., 170
Hall, E.T., 273
Hall, R.K., 150, 229
Halpin, A., 501
Halsey, A.H., 293, 416, 420
Hamuy, E., 1025
Handlin, O., 455
Hanna, P.R., 68, 959
Hansen, W.L., 436
Haq, S., 613
Harberger, A.C., 36
Harbison, F., 6, 11, 158, 159, 172, 298 659, 1067
Harding, C.F., 69
Harnquist, K., 761
Harris, S.E., 1095, 1096, 1097
Hasson, G.D., 676
Hauch, C.C., 1044
Hauser, P.M., 210
Havighurst, J.R., 211, 456
Hawthorn, H.B., 212
Herskovits, M.J., 70, 213, 214
Hewes, A., 1098
Higgins, B., 37
Highet, G., 515
Hill, F.F., 623
Hill, S.E., 159
Hilliard, J.F., 38
Hirschman, A.O., 7, 254
Hodge, M.E., 299
Hodgkin, R.A., 457
Hofman, E., 985
Holland, K., 300
Hollander, E.B., 301
Holmberg, A.R., 278
Honigmann, J.J., 952
Hopwood, B.E.C., 390
Horvat, B., 71
Hoselitz, B.F., 16, 39, 86, 206, 214, 254, 274, 302
Houthakker, H.S., 116
Howes, H.W., 568, 1040
Hoyt, E.E., 238
HRAF, 813
Hsieh, C., 366
Hudgins, R.W., 418
Hughes, E.J., 458

Hughes, L.H , 1058
Hughes, R.,904
HUMAN RELATIONS AREA FILES, INC., 960
Humphrey, N.D., 767
Hunsberger, W.S., 937
Hunter, G., 824
Husen, T., 502
Hutchins, R.M., 539
Hutton, G., 998
Huus, 986

IBE, 485, 482
IBE-UNESCO, 133, 186, 303, 304, 391, 417, 430, 486, 487, 516, 517, 528, 529, 530, 531, 535, 648, 716
Ibrahim, I.A., 1067
ICA - See U.S. - ICA
ILO, 8, 40, 88, 89, 173, 306, 367, 368, 369, 370, 507, 615, 678, 679, 774, 827, 828, 829, 877, 1006, 1026, 1071
ILR, 41, 90, 91, 92, 160, 187, 255, 307, 308, 309, 310, 311, 312, 313, 347, 348, 349, 371, 372, 373, 374, 392, 518, 662, 680, 681, 682, 683, 684, 685, 686, 687, 688, 776, 830, 831, 832, 850, 878, 879, 920, 921, 922, 987, 988, 989, 1007
INCIDI, 239
INDIA, Min. of Educ., 917
  Min. of Food & Agric., 918
  Min. of Labour & Employment, 87
  Planning Comm., 919
Informaciones Economicas, 1005
INST. D'ETUDE DU DEVELOPPEMENT ECON. ET SOCIAL DE L'UNIV. DE PARIS, 134, 437
INST. PEDAGOGIQUE NATIONAL, 757
INST. OF INTL EDUC., 775
INTER-AMER. INST. OF AGRIC. SCIENCES, 646
INTL AFRICAN INST., 825, 826
INTL ASSN. OF UNIVERSITIES, 146
INTL BANK FOR RECONSTRUCTION & DEV., 661, 1068
INTL BUR. OF UNIVERSITIES, 812
INTL CONF. ON MIDDLE LEVEL MANPOWER, 677, 792
Intl Dev. R., 305, 418
Intl J. of Adult & Youth Educ., 553
Intl Social Science Bull., 214
IRAN GOV'MENTAL AFFAIRS INST., 174, 175, 176, 1069
IRAN PLAN ORG. & GOV'MENTAL AFFAIRS INST., 1070
Isidro, A., 961

Jacoby, E.G., 443
Jaeger, A.L., 990
Jaffe, A.J., 1008
Jain, S.K., 923
James, H.T., 1099
Jamieson, S.M., 212
Jansson, K., 314
JAPAN Min. of Educ., 938, 939, 940, 941, 942, 943
  Min. of Labor, 944
Jeangros, E., 689
Jewkes, J., 188
Johnson, V.W., 649
Johnston, B.F., 624, 945
Johnston, M.C., 1059
Jones, J.M., 9
Jones, S.H.M., 527
Jones, T., 841, 842
Jones, W.B., 521
Jones, W.O., 240, 256

Kahl, J.A., 315
Kaldor, N., 10
Kandel, I.L., 430, 459
Kapp, K.W., 42
Kaser, M., 72
Keeny, S.M., 393
Keezer, D.M., 1100
Keith, J.P., 845
Kelsey, L.D., 625
Kenworthy, 257
Kerr, C., 11
Khan, A.H., 43
Kidd, J.R., 554
Kilby, P., 833
Killingsworth, C., 154
Kimble, G.H.T., 851
King, E.L., 460
Kitchen, H., 852, 862
Ki-Zerbo, J., 853
Klaw, S., 744
Kneller, G.F., 1051
Knowles, W.H., 16
Koerner, J.D., 1101
Koinange, A., 854
Korbel, J., 76
Korol, A.G., 1142
Kostin, L., 1143
Koyama, T., 949
Kratki, S., 991
Krier, H., 49

Kroef, J. v.d., 880, 357
Kunkel, J.H., 1052
Kuznets, S., 946

Lambert, R.D., 777
Landau, G.D., 44
Lang, A.D., 846
Langrod, G., 793
Langworthy, R.L., 586
Larrea, J., 1027
Lasker, B., 881
Laubach, F.C., 569, 570, 717
Laubach, R.S., 570
Lauterbach, A., 663
Lauwerys, J., 150, 229, 468, 522, 544, 735
Leagans, J.P., 275, 924
Lee, D.H.K., 394
Leherpeux, M., 992
Leibenstein, H., 73, 375
Leipmann, K., 690
Lengyel, P., 117
Leon, A., 350
Leonard, G.B., 745
Lepawsky, A., 794
Lepawsky, R., 794
Lerner, D., 718
Levenson, W.B., 731
Lewis, J.P., 376
Lewis, L.G., 540
Lewis, O., 215
Lewis, W.A., 12, 461, 474, 475, 476
Lieberman, M., 1102
Lipset, S.M., 316
Liveright, A.A., 555
Lockwood, W.W., 946
Lohnes, P.R., 360
Looking Ahead, 795
Lourenco, M.B., 526
Lumsdaine, A.A., 746
Lundquist, C.B., 1147
Lynton, H.R., 519
Lynton, R.P., 224, 519
Lyons, R.F., 773

MacVean, R.B., 438
Macy, J.W., Jr., 541
Macy, R.C., 305
Maddox, J.G., 1053
Madge, C., 650
Mair, L.P., 216
Majumdar, D.N., 925
Makanowitsky, B., 660
Makino, T., 947
Mander, L.A., 1130
Marcus, E., 217
Marriott, McK., 218
Marshall, A., 99
Marshall, M.W., 462
Martin, D., 962
Martin, F.M., 293
Martinoli, G., 427
Mateo, M., 964
Mathur, J.C., 732
Mathur, V.S., 377
Matthews, R.D., 1072
Mayer, A., 587
Mayer, M., 503
Mayo, E., 317, 318
Mboya, T., 855
McAuley, J., 45
McClelland, D.C., 258
McCluskey, N., 1103
McConnell, T.R., 542
McCusker, H.F., Jr., 894
McKnight, R.K., 768, 934
Mead, M., 219, 259
Mears, A., 21
Medlin, W.K., 1147
Meier, G.M., 13
Meier, R.L., 14
Mellor, J.W., 624
Mendershausen, H., 241
Mendras, H., 651
Mercier, P., 856
MEXICO, REP. OF, 626, 1054
Meyer, A.J., 260
Mezirow, J.D., 953
MILBANK MEMORIAL FUND, 15
Miller, C.H., 1104
Miller, H.P., 114, 118, 119
Miller, R.I., 463
Milliken, M., 319
Mincer, J., 120, 121
Minocha, A.C., 378
Mitchell, M.G., 719
Mohsen, A.K.M., 43
Mollenberg, G., 691
Monsanto, F.J., 1033
Moore, W.E., 16, 220, 320
Morales, C.J., 261
Moreira, J.R., 652
Morgenroth, G.E., 1034
Morita, S., 616
Morrill, J.L., 1105
Morris, R.T., 778
Morris, V.C., 464

Morse, D.A., 161
Mosher, A.T., 627, 1009
Mosk, S.A., 221
Mukerji, B., 588
Mumford, W.B., 857
Murdock, G.P., 813
Murphy, M.E., 926
Murzi, A.T., 1010
Mushkin, S.J., 122, 151, 395
Myers, C.A., 6, 11, 17, 298
Myint, H., 74

Nair, K., 927
Nannetti, G., 1028
Nash, M., 75, 222, 1011
NATL ACAD. OF SCIENCES - NATL RESEARCH COUNCIL, 834
NATL ASSN FOR SECONDARY SCHOOL PRINCIPALS, 726
NATL COMM ON THE EMPLOYMENT OF YOUTH, 321
NATL COUNCIL OF APPLIED ECON. RESEARCH, 928
NATL COUNCIL ON SCHOOL HOUSE CONSTRUCTION, 720
NATL EDUC. ASSN., 653, 1032, 1106
NATL EDUC. MATERIALS CENTER, 895
NATL INDUSTR. CONF. BOARD, 664
NATL MANPOWER COUNCIL, 322, 1090
NATL PLANNING ASSN., 692, 796
NATL SCIENCE FOUNDATION, 189, 905, 1107, 1108, 1139
NATL SOC. FOR THE STUDY OF EDUC., 589, 590, 1109
Neff, K.L., 58, 419, 887
Neijs, K., 571, 572
Neisser, C.S., 591
Neteland, E., 954
NETHERLANDS Central Planning Bur., 758, Comm. voor Statistiek v.h. Interuniversitair Contactorgaan, 993
Neugarten, B.L., 211, 456
Neurath, P., 732
Newby, J., 779
Nicholls, W.H., 18, 19, 46
Nieves, F., 438
NIGERIA Fed. Min. of Educ., 858
Niles, M.C., 665
Nolte, J.M., 1035
Nozet, 693

OAS, 47, 135, 261, 520, 536, 573, 592, 628, 1029, 1030, 1031, 1032, 1033, 1034, 1035
OECD, 20, 48, 93, 169, 177, 178, 179, 180, 182, 408, 414, 420, 421, 521, 522, 995
OEEC, 49, 147, 148, 181, 190, 191, 593, 694, 695
See also EPA/OEEC
Oguzkan, T., 1074
O'Hara, H., 733
Olson, C.M., 504
O'Neill, I.M., 1110
Opler, M.E., 797
Orcutt, G.H., 76
ORG. FOR ECON. COOP. & DEV., 440, 441, 476, 773
Orizet, J., 617
Orleans, L.A., 905
Oshima, H.T., 77
Ottenberg, P., 835
Ottenberg, S., 323, 835
Overseas Quarterly, 654
Owen, J.P., 78

Paedagogica Historica, 488
PAKISTAN Educ. Div., 955
Min. of Educ., 956
Planning Comm., 956
Pal, A.K., 284
Panofsky, H.E., 836
Papanek, G., 50, 262
Parikh, G.D., 477
Parmentier-Beloux, M., 351
Parnes, H.S., 177, 180
Passin, H., 768
Pattison, H.A., 396
Patton, J.G., 324
Paul, B.D., 397
Pauvert, J.C., 422, 556
Payne, G.L., 994
Pepelasis, A., 21
Peralta, C., 963
Petrik, M., 543
Phenix, P.H., 465
Phi Delta Kappan, 859
Phillips, D.G., 223
Phillips, H.M., 22
Pickering, A.K., 734
Pigou, A.C., 123

Pires, E.A., 526
Planning, 780
Platt, W.J., 423, 424, 478
Poignant, R., 435, 995, 996
PRESIDENT'S COMM. ON HIGHER EDUC., 1095
Prieto F., L.B., 1036
PRINCETON UNIV., Industr.R. Sec., 100, 162, 747
PUERTO RICO, Gov't of, 1012
Quirolgico, D.G., 356
Randall, L., 379
Rao, V.K.R.V., 352
Read, G.H., 1137
Read, M., 557, 606
Renshaw, E., 124
Reutter, E.E., 1091
Review of Educ. Research, 489, 696, 759
Reynolds, D., 263
Reynolds, L.G., 242
Ribeiro, D., 325
Rice, A.K., 380
Richardson, C.A., 525
Richardson, G.B., 860
Richardson, J.C., 721
Ries, L.W., 381
Riviere, M., 326
Rivlin, A.M., 76, 1111
Robert, J., 640
Robinson, H.J., 894
Robinson, M.E., 798
Robinson, R.D., 718
Roca, P., 136
ROCKEFELLER BROS. FUND, INC., 466
Rogers, E.M., 276
Romero, F., 1013
Romero, J.C., 573
Rosello, P., 439
Rossignol, E., 997
Rottenberg, S., 16, 243
Roucek, J.S., 353, 861
ROYAL DUTCH SHELL GROUP, 697
Rubio Orbe, G., 1014
Ruopp, P., 594
RUTH SLOAN ASSOCIATES, 862
Ryans, D.G., 523
Sadie, J.L., 51
Saint-Maurice, H.J., 990
Saiyidain, K.G., 425
Salz, B.R., 327
Samper, A., 799
Sanchez, G.I., 1055
Sanchez, L.A., 1037
Sanders, D.P., 79
Santopolo, F.A., 953
Sassani, A.H.K., 885, 898, 957, 1076
Sauvy, A., 80
Sayigh, Y.A., 23, 264
Schmidt, M.L., 1147
Schramm, W., 748
Schultz, T.W., 24, 52, 101, 102, 125, 137, 138, 149
Schwinn, A.M., 722
Scott, J.F., 224
Seay, M.F., 505
SENEGAL, Min. de l'Education Nationale, 863
SENEGAL REPUBLIC 837
SERVICE DE RECHERCHES PEDAGOGIQUES POUR LES PAYS EN VOIE DE DEVELOPPEMENT, 760
Seton, F., 81
Seymour, W.D., 698
Shearer, J.C., 328
Sheng, L.S., 906
Sherman, D.R., 875
Shields, J.J., Jr., 800
Shils, E.A., 329
Shirer, W.L., 734
Shkarovsky, A., 1141
Shonfield, A., 25
Shrikant, L.M., 929
Siegel, M., 330
Siksek, G., 1065
Silbermann, L., 265
Silberston, D., 699
Simpson, K., 163
Sinchjun, T., 907
Singer, H.W., 53
Sister Marie-Andre du Sacré Coeur, 838
Sjaastad, L.A., 126
Skinner, B.F., 749
Skrubbeltang, F., 645
Sloan, H.S., 1086
Slotkin, J.S., 382
Smilansky, M., 1075
Smith, B.L., 882
Smith, R.R., 846
Smith, R.S., 26
Smith , W.C., 595
Smythe, H.H., 266
Smythe, M.M., 266

Snyder, H.E., 525
Sobel, I., 305
Soden, W.H., 398
Sofer, C., 998
Solo, R.A., 267, 1092
SOUTH PACIFIC COMM., 618, 723, 1131, 1132
Spalding, R.B., 722
Spalding, W.T., 722
Spengler, J.J., 54, 82
Spicer, E.H., 225
Spiro, M.E., 1073
Spitz, J.C., 758
Staley, E., 666
STANFORD INST. FOR COMMUNICATIONS RESEARCH, 750
STANFORD RESEARCH INST., 55, 629, 667, 894
Stanley, J.W., 1056
Stasheff, M.A., 731
Stead, W.H., 1015
Stepanek, J.E., 629, 667
Stern, C., 724
Stets, W., 999
Stigler, G.J., 183, 331
Stinnett, T.M., 1078
Stirton, W.E., 875
Stoddard, A.J., 725
Stoner, L.H., 954
Stratmon, D.L., 864
Straus, M.A., 630
Streit, Peggy, 596
Streit, Pierre, 596
Strommes, M., 897
Suchodolski, B., 426
Sufrin, S.C., 164
Svennilson, I., 440
SVIMEZ, 427
SWEDISH COMM. ON HIGHER EDUC., 761
Swing, S.G., 1038

Taeuber, I.B., 948
Tait, M., 334
TAIWAN GOV'T Elementary & Secondary School Teachers Welfare Fund.Comm., 896
Tangri, O.P., 597
Tannenbaum, F., 1057
Tawney, R.H., 103
Tax, S., 226
Teaf, H.M., Jr., 254
Terrisse, A., 574
Thayer, H.C., 521
Thelen, H.A., 467
Theodorson, G.A., 56
Thomas, J.A., 83
Thomas, R.L., 305
Thompson, M.W., 1042
Thomson, R., 598
Thorner, D., 930
Thudichum, M., 700
Tiers Monde, 428
Tilles, S., 383
Tillman, R.O., 638
Tinbergen, J., 63, 182, 441
Tinker, F.A., 244
Tinker, H., 599
Tireman, L.S., 600
Tiryakian, E.A., 227
Tobias, G., 839
Torrance, E.P., 762
Townsend, E., 1112
Tregear, P.S., 655
TRINIDAD AND TOBAGO, Educ. Working Party, 1039
Trump, J.L., 726
Tupas, I., 964

Udy, S.H., Jr., 228
UGANDA PROTECTORATE, 245
UNITED NATIONS, 104, 442, 524, 601, 602, 603, 604, 605, 606, 607, 608, 609, 801, 965
    Dept. of Econ. Affairs, 479, 619, 668
    - ECLA, 1016
    Econ. Comm. for Asia & the Far East, 57
    - ILO - FAO, 883
UNESCO, 22, 53, 130, 133, 135, 166, 186, 219, 224, 303, 304, 334, 335, 391, 417, 443, 486, 487, 490, 491, 492, 493, 494, 506, 516, 517, 525, 526, 528, 529, 530, 531, 532, 533, 535, 537, 538, 549, 558, 559, 560, 561, 562, 563, 575, 576, 577, 578, 610, 620, 648, 656, 701, 702, 703, 716, 719, 727, 736, 737, 738, 739, 764, 797, 802, 814, 826, 840, 856, 865, 884, 897, 931, 949, 1033, 1034, 1035, 1040, 1058, 1074, 1075
    - ECA, 866
    - ECAFE, 27, 429
    - IBE, 430
    - ILO, 507

U.S.- AGENCY FOR INTL. DEV., 867
  - AID, 552, 782
  Dept. of Agric., 631, 632
  Dept. of Commerce, 908
  Dept. of Health, Educ. & Welfare, 58, 151. 399, 495, 508, 534, 552, 579, 704, 705, 751, 752, 784, 803, 817, 868, 885, 886, 887, 898, 909, 950, 957, 966, 1041, 1042, 1043, 1044, 1059, 1076, 1113, 1114, 1115, 1116, 1117, 1118, 1119, 1120, 1121, 1122, 1123, 1124, 1144, 1145, 1146, 1147
  Dept. of the Interior, Bur. of Indian Affairs, 332
  Dept. of Labor, 816, 1125
  - ICA, 277, 783, 815, 816
  Indian Service, 509
UNIV. OF CALIFORNIA, 763
UNIV. OF LONDON, Inst. of Educ., 150, 205, 229, 468, 496, 544, 735
UNIV. OF MICHIGAN, Inst. of Social Research, 781
Useem, J., 333
Useem, R.H., 333

Vacquier, J., 354
Vaizey, J., 139, 140, 147, 152, 153, 431, 432, 480
Valin, E., 764
Van Baal, J., 611
Van Der Kroeff, J.M., 357, 880
Van Niel, 336
Van Velsen, J., 384
Venables, P.F.R., 706
Vermeulen, A., 230
Vernon, P.E., 765
Versluys, J.D.N., 633
Villard, H.H., 127
Vlahof, G., 1000
Volpicelli, L., 355, 1080, 1148
Vucinich, A., 1149

Wadia, A.R., 337
Wagner, F.E., 164
Wall, W.D., 433
Walsh, J.R., 128
Ward, B.E., 888
Ward, W.E.F., 481
Watson, M., 600
Weatherbee, D.E., 338
Weckstein, R.S., 246
Wedgwood, C.H., 1133
Weeks, S.G., 869
Weidner , E., 804, 913
Weinberg, A.M., 1126
Weisbrod, B.A., 129, 141, 400
West, F.J., 1134
Wharton, C.R., 339, 785, 805
Whitehead, A.N., 469
Whitehill, A.M., Jr., 231
Wickert, F.R., 340
Wigny, P., 385
Wilgus, A.C., 1045
Wilkinson, T.O., 951
Willems, E., 232
Williams, C., 870
Williams, N.L., 740
Williams, W.J., 706
Willner, A.R., 889
Wilson, H.B., 806
Wilson, I., 1060
Wilson, M.C., 632
Wiseman, J., 142
Witte, E.F., 807
Wolf, C., Jr., 233
Wolf, E.B., 234
Wolfle, D., 192, 470
Wolman, A., 401
Wonnacott, P., 84
Wood, D.W., 890
Wood, R.H., 808
Woodsmall, R.F., 341
WORLD CONFEDERATION OF ORGAN. OF THE TEACHING PROFESSION, 527, 871
WORLD HEALTH ORG., 402, 403
World Today, The, 910
Wurzbacher, G., 342
Wynne-Roberts, C.R., 343

Xydias, N., 840

Yamey, B.S., 1
Yang, H.P., 1081
Yoder, D., 165
Young, F.W., 85
Young, M., 471
Young, R.C., 85
Younger, K., 59
Youngson, A.J., 28

Zade, M., 872
Zanzi, A.W., 891
Zelenko, H., 1150
Zinkin, M., 268
Zolotas, X., 707
Zook, P.D., 24
Zvegintzov, M., 669

PERIODICALS

AICC Economic Review
Econ. & Political Research Dept.
All-India Congress Committee
7 Jantar Mantar Rd.
New Delhi, India

Africa (London)
International African Institute
Oxford Univ. Press
Amen House
Warwick Square
London E.C.4, England

Africa Report
Suite 505
Dupont Circle Bldg.
Washington, D.C.

African Studies Bulletin
Witwatersrand Univ. Press
Johannesburg, South Africa

African Women
Dept. of Educ. in Tropical Areas
Univ. of London,
Inst. of Education
Malet St., London W.C.1
England

American Anthropologist
c/o S.T. Boggs
1530 P Street, N.W.
Washington 5, D.C.

The American Child
Nat. Comm. on Employment of Youth
419 Park Ave. South
New York 16, N.Y.

Amer. Econ. R.
American Economic Review
Journal of the Amer. Econ. Assn.
c/o J.W. Bell
Northwestern Univ.
Evanston, Ill.

The American Psychologist
American Psychological Assn.
1333 - 16th Street N.W.
Washington 6, D.C.

American Sociological Review
New York University
Washington Square
New York 4, N.Y.

Americas
Pan American Union
Washington 6, D.C.

Annals of the Amer. Academy of Political and Social Science
American Academy of Political and
Social Science,
3937 Chestnut Street
Philadelphia 4, Pa.

Asia Foundation Program Bulletin
Asia Foundation
550 Kearny Street
San Francisco, Calif.

Asian Survey
Inst. of International Studies
Univ. of California
2234 Piedmont Ave.
Berkeley 4, Calif.

Atlantic Monthly
8 Arlington Street
Boston 16, Mass.

British J. of Educational Studies
Faber & Faber, Ltd.
24 Russell Square
London W.C. 1, England

British Journal of Sociology
London School of Economics
Routledge & Kegan Paul, Ltd.
Broadway House
68 Carter Lane
London E.C. 4, England

Bulletin of the Atomic Scientists
434 South Wabash Ave.
Chicago 5, Ill.

Bulletin of the International Bureau of Education
International Bureau of Education
Geneva, Switzerland

Bulletin de Liaison
Ministère de l'Education Nationale
Centre National de Documentation
Pédagogique
Paris, France

Bulletin of the School of Education
Indiana University
Bloomington, Indiana

Cahiers Pédagogiques
Comité Universitaire d'Information
Pédagogique
S.E.V.P.E.N.
13 Rue du Four
Paris (6e), France

California Management Review
Univ. of California at Los Angeles
Los Angeles 24, California

Canadian Business
Canadian Chamber of Commerce
300 St. Sacrament Street
Montreal, Canada

Challenge
475 Fifth Avenue
New York 17, N.Y.

China Quarterly
Information Bulletin, Ltd.
133 Oxford Street
London W.1, England

Community Development Bulletin
Community Dev. Clearing House
Univ. of London, Inst. of Educ.
Malet Street
London W.C. 1, England

Comparative Education Review
Comparative Education Society
525 W. 120th Street
New York 27, N.Y.

Current History
Wolfpit Road
Norwalk, Conn.

Développement et Civilisation
IRFED (Centre International de Formation
et de Recherche en vue de Développement
Harmonisé)
Paris, France

Dun's Review
99 Church Street
New York 8, N.Y.

Economic Bulletin
The Economic Society of Ghana
P.O. Box 6
Achimota, Ghana

Economic B. for Asia and the Far East
United Nations
New York, N.Y.

Economic Development and Cultural Change
Res. Center in Econ. Dev. & Cultural
Change, Univ. of Chicago
5750 Ellis Avenue
Chicago 37, Ill.

The Economic Journal
The Quarterly J. of the Royal Econ.
Society
21 Bentinck Street
London W.1, England

Economic Weekly (Bombay)
104 Apollo Street
Fort, Bombay, India

Economic World
Comm. for Intl Economic Growth
1028 Connecticut Ave., N.W.
Washington 6, D.C.

The Economist
22 Ryder Street
St. James
London S.W. 1, England

La Educación
Pan American Union
Washington 6, D.C.

Educación, Revista de Orientación Pedagogica (Education, Magazine of Guidelines for Educ.)
Organo del Consejo Nacional Technico
de la Educación
Secretaria de Educación Publica
Mexico, D.F.

Education
Palmer Co.
349 Lincoln Street
Hingham, Mass.

Education Abstracts
UNESCO
Place de Fontenoy
Paris (7e), France

Educational Leadership
National Education Assn.
1201 - 16th Street N.W.
Washington 6, D.C.

Educational Research Bulletin
Bur. of Educ. Research & Service
ARPS Hall, Ohio State Univ.
1945 N. High Street
Columbus 10, Ohio

Ekonomi dan Keuangan Indonesian
Tanah Abang Timur 8
Djakarta, Indonesia

Ethiopia Observer
Box 1896, Addis Ababa, Ethiopia
or 57 Carter Lane
London E.C. 4, England

Factory
McGraw-Hill
330 West 42nd Street
New York 36, N.Y.

Food Research Institute Studies
Stanford University
Stanford, California

Foreign Affairs
58 East 68th Street
New York 21, N.Y.

Harper's Magazine
49 East 33rd Street
New York 16, N.Y.

Harvard Business Review
Soldiers Field
Boston 63, Mass.

Harvard Educational Review
Graduate School of Education
Harvard University
Cambridge 38, Mass.

Higher Education
U.S. Dept. of Health, Educ. & Welfare
Supt. of Documents
Washington 25, D.C.

Human Organization
Cornell University
Ithaca, New York

The Humanist
American Humanist Assn.
Yellow Springs, Ohio

Impact of Science on Society
UNESCO
Place de Fontenoy
Paris (7e), France

Industrialization and Productivity
Dept. of Social and Economic Affairs
United Nations Organization
New York, N.Y.

Informaciones Economicas
Pan American Union - OAS
Washington 6, D.C.

Information
Intl Social Science Council
6 Rue Franklin
Paris (16e), France

Inter-African Labour Inst. Bulletin
Comm. for Technical Cooperation of
Africa South of the Sahara
Publications Bureau
Watergate House, York Bldgs.
London W.C. 2, England

Inter-American Economic Affairs
P.O. Box 181
Washington 4, D.C.

International Affairs
Royal Inst. of Intl Affairs
Chatham Jouse, St. James Square
London S.W. 1, England

International Conciliation
Carnegie Endowment for International
Peace,
United Nations Plaza, 46th Street
New York 17, N.Y.

Intl Dev. R.
International Development Review
Society for Intl Development
10614 St Paul Street
Kensington, Md.

The International Executive
P.O. Box 104, Riverdale Station
New York 71, N.Y.

International Journal of Adult and
Youth Education (formerly Fundamental
& Adult Education)
UNESCO
Place de Fontenoy
Paris (7e), France

Intl Labour R.
International Labour Review
International Labour Organization
Geneva, Switzerland

International Science and Technology
Communications Center
205 East 42nd Street
New York 17, N.Y.

Intl Social Science Journal
UNESCO Publications Center
801 Third Avenue
New York 22, N.Y.

J. of American Statistical Assn.
1757 K Street, N.W.
Washington 6, D.C.

Journal of Engineering Education
American Society for Engineering
Education
Univ. of Illinois
Urbana, Ill.

Journal of Experimental Education
Dembar Publications, Inc.
Madison 3, Wisconsin

Journal of Farm Economics
American Farm Economics Assn.
Menasha, Wisconsin

Journal of Higher Education
Ohio State Univ. Press
Columbus, Ohio

Journal of Human Relations
Central State College
Wilberforce, Ohio

Journal of International Affairs
Columbia University
New York 27, N.Y.

Journal of Negro Education
Bureau of Educational Research
Howard University
Washington 1, D.C.

Journal of Political Economy
Univ. of Chicago Press
5750 Ellis Avenue
Chicago 37, Ill.

Kyklos
Kyklos-Verlag
Postfach 785
Basel 2, Switzerland

Land Economics
Sterling Hall
Univ. of Wisconsin
Madison 6, Wis.

Look Magazine
488 Madison Avenue
New York 22, N.Y.

Looking Ahead
National Planning Assn.
1606 New Hampshire Ave. N.W.
Washington 9, D.C.

Management International
Betriebswirtschaftlicher Verl.
Dr. Th. Gabler
Taunusstrasse 54 (Gablerhaus)
Wiesbaden, Germany

New York Times Magazine
229 West 43rd Street
New York, N.Y.

Oberlin Alumni Magazine
Oberlin, Ohio

Notes et Etudes Documentaires
part of La Documentation Française
(Info. Serv. of the French Gov't)
Sécrétariat Général du Gouvernement
Direction de la Documentation
14 Rue Lord-Byron
Paris (3e), France

Overseas
(formerly Inst. of Intl Educ. Bull.)
Inst. of Intl Education, Inc.
800 - 2nd Avenue
New York 17, N.Y.

Overseas Quarterly
Dept. of Educ. in Tropical Areas
Univ. of London, Inst. of Educ.
Malet Street
London W.C.1, England

Oxford Economic Papers
Oxford Univ. Press
Amen House, Warwick Square
London E.C. 4, England

Pacific Affairs
333 - 6th Avenue
New York 14, N.Y.

Phi Delta Kappan
Phi Delta Kappa, Inc.
8th Street & Union Avenue
Bloomington, Indiana

Planning
Political and Economic Planning
16 Queen Anne's Gate
London S.W. 1, England

Productivity Measurement Review
European Productivity Agency
2 Rue André Pascal
Paris (16e), France

Public Health Reports
U.S. Public Health Service
Supt. of Documents
Washington 25, D.C.

Public Opinion Quarterly
Princeton University
Princeton, New Jersey

Quaderni di Sociologia
Casa Editrice Taylor
Via Valeggio 26
Turin, Italy

Quarterly J. of Economics
Harvard Univ. Press
79 Garden Street
Cambridge 38, Mass.

The Reporter
The Reporter Magazine Co.
660 Madison Avenue
New York 21, N.Y.

Review of Economics & Statistics
Harvard Univ. Press
79 Garden Street
Cambridge, Mass.

Review of Educational Research
National Educational Assn.
1201 - 16th Street, N.W.
Washington 6, D.C.

Rural Sociology
Rural Sociological Society
Dept. of Rural Sociology
Cornell University
Ithaca, New York

SAIS Review
School of Advanced Intl Studies
Johns Hopkins University
1906 Florida Avenue N.W.
Washington 9, D.C.

Saturday Evening Post
Curtis Publishing Co.
Independence Square
Philadelphia 5, Pa.

Saturday Review
Saturday Review, Inc.
25 West 45th Street
New York 36, N.Y.

The School Review
University of Chicago
Chicago, Illinois

School and Society
Society for Advancement of Educ.
1834 Broadway
New York 23, N.Y.

Science
Amer. Assn. for the Advancement of Science,
1515 Massachusetts Avenue N.W.
Washington 5, D.C.

Science and Technology (See International Science and Technology)

Scientific American
415 Madison Avenue
New York 17, N.Y.

Scottish J. of Political Economy
142 St. Vincent Street
Glasgow C.2, Scotland

Social and Economic Studies
Inst. of Social and Econ. Research
Univ. College of the West Indies
Mona, Jamaica, Brit. West Indies

Southern Economic Journal
P.O. Box 1289
Chapel Hill, North Carolina

Sovetskoe Zdravokhranenie
(Soviet Education)
International Arts & Sciences Press
156 - 5th Avenue
New York 10, N.Y.

Stanford Research Inst. Journal
Stanford Research Institute
Menlo Park, California

Teachers College Record
Teachers College, Columbia Univ.
525 - West 120th Street
New York 27, N.Y.

Teacher Education
Illinois State Normal University
Normal, Illinois

Tiers Monde
Institut d'Etude du Développement Economique et Social de l'Université de Paris
Presses Universitaires de France
1 Place Paul Painlevé
Paris (5e), France

Universities Quarterly
Turnstile Press, Ltd.
10 Great Turnstile
London W.C. 1, England

West Africa
2 - 3 Hind Court
Fleet Street
London E.C. 2, England

World Politics
Center of International Studies
Princeton Univ. Press
Woodrow Wilson Hall
Princeton, New Jersey

ERIC Clearinghouse
NOV5 1968
on Adult Education